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ABSTRACT

This conference sought to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and to generate practical information on strategies to improve achievement levels of youth. A conference program prospectus by Louise M. Tomlinson offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated. A keynote address by John White is then presented, describing the status of education and his efforts in the Georgia House of Representatives to create collaborative programs that improve education. The texts of seven concurrent presentations are also included: "Student Assistance Program (SAP) in the Athens Area" (Marnie Fereday); "Enhancing Parents' Capacity as Agents of Nurturance and Educational Support for Their Children" (Patricia Johnson-Dalzine); "Mentoring: A Workable Alternative to Parental Involvement" (Lonnie D. Johnson); "HEART: A Proposal for Criminally At-Risk Youths" (Larry Leflore and Janet Thornton); "Facilitating the Understanding of Science by Children: Learning Styles Considerations" (Mary Atwater); "Psychosocial Development and Educational Attainment: Enrichment Strategies for Parents" (Charles Martin-Stanley); and "Community Involvement in the Clarke County School District Values Education Program" (Carol Young). Summaries are presented of two task force discussions on community resources for parents and on home, school, and community interaction, followed by a reaction to the task force reports by Art Dunning. Some papers contain references. (JDD)

THE IMPERATIVE EDUCATIONAL NETWORK: Parents, Teachers, and Concerned Individuals

Volume 3

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The Imperative Educational Network Conference 1991

Volume 3

Louise M. Tomlinson, Editor

The University of Georgia

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The Imperative Educational Network Conference

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Program Prospectus

In response to the call for parent involvement in the education of our youth that has been recognized by educational leaders at local, state, and national levels, as well as the need for a synergetic relationship between parents, teachers, and tutors of our immediate communities, we propose a conference addressing the theme of "Preparing Our Youth for the 21st Century" to be supported by community service agencies, the public school system, and continuing higher education.

Rationale

Statistics on the educational achievement of the youth of our nation and forecasts of the capability of the nation to deal with future

challenges all indicate that our educational support systems need to be strengthened. The greatest declines in educational achievement among youth can be found in the minority populations; African-Americans, Hispanics, and American Indians; and particularly among black males (Wilson and Carter, 1988). These current statistics pose an imminent threat to the future well being of our nation when, "between 1985 and 2000, minority workers will make up one-third of the net additions to the U.S. labor force" and "by the turn of the century, 21.8 million of the 140.4 million people in the labor force will be non-white (The Commission on Minority Participation in Education and American Life 1988).

It should also be noted that this decline in the educational achievement levels of our youth is just as well a non-minority problem, as evidenced by a recent and intensive analysis of the economic performance and future of our country. The analysis reemphasizes a conclusion of the 1983 National Commission on Excellence in Education that "for the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents" (Peterson, 1987). No doubt, this statement holds implications for non-minorities, since, to date, minority youth have continued to exceed their parents' educational achievement levels for the aggregate. Peterson goes on to cite the prediction of a study by the Committee for Economic Development that, "without major educational change, by the year 2000 we will have turned out close to 20 million young people with no productive place in our society."

How will this affect us? The consequences for the current adult employment force will be manifest when "by the year 2030, there will be about 50 Social Security beneficiaries per 100 workers" and "the work force of that time will include a much higher percentage of minority workers" (The Commission on Minority Participation in Education and American Life, 1988).

What can we do? It is time to recognize that the problems cannot

be solved simply within the framework of legislators and administrators who trust each other to make informed decisions. It is time to recognize that well-intentioned programs cannot be optimally successful without the support of the parents who send their children into the school systems. Parents must be informed of how they can help teachers, and teachers of how they can help parents to support the youth of our nation. Rather than the traditional focus on education from the top of a hierarchy wherein legislators, the media, school boards and administrators pass decisions down to teachers, students and parents, the hierarchy of influence and responsibility needs to be reversed. Importance must be placed on the voices and needs of parents, students, and teachers who can guide and inform decisions made by the other members of the hierarchical base (Koppman, 1989).

Many states in the nation have responded to the need for parent education and involvement in the educational process of youth through specially sponsored programs at all levels. For instance, in the state of Wisconsin there are intensive efforts to support the role of the family in education through ongoing programs initiated by the Department of Public Instruction. Their efforts were launched in the 1987-88 school year which was dubbed the "year of the Family in Education" and participation was recruited from business and industry, the media, education interest groups, human service agencies, higher education, and community residents. In the state of Georgia, local examples of related efforts are evident in programs such as the Barnett Shoals Elementary School's "Super Saturday" project in Athens, initiated four years ago to strengthen the relationship between families, staff and community and the creation of a Student Support Services program, in the Clarke County School District Office, to provide intervention for students "at risk" through the efforts of a multidisciplinary staff.

In keeping with the need for greater emphasis on the parent in the educational network, we propose a conference launched by the efforts of the Imperative Educational Network, the support of the

Clarke County School District Office, and the Georgia Center for Continuing Education.

Goals

The goals of the conference program are to:

- demonstrate an interest in parent participation in the exchange of ideas between community support services, the educational agencies, and higher education
- provide a forum for the exchange of ideas relevant to how parents and teachers and other concerned individuals can contribute to the strengthening of the educational support system
- generate practical information on strategies to improve the achievement levels of our youth

Intended Outcomes

The intended outcomes of the conference program are:

- enhanced interest and appreciation for the complexity of the challenge of parent/teacher relationships
- useful exchange of relevant ideas for parents and teachers to put into practice
- initiation of an exchange that will continue achievement of a program model that can be replicated throughout the state

The *National Issues Forum* will be facilitated by moderators trained by the Kettering Foundation who will guide participants through discussion of a national issue in such a way that they identify a range of realistic alternatives and move toward a choice; make a good case for those positions they dislike as well as the position they like, and consider choices they have not considered before; understand that others have reasons for their choices and that their

reasons are interesting, not dumb, unreasonable or immoral; realize that their own knowledge is not complete until they understand why others feel the way they do about choices; consider the underlying values of each choice; and, leave the Forum "stewing" over the choices.

The *Concurrent Sessions* will facilitate invited presenters who can share practical information on the topics identified. For each topic, a panel of three presenters will be arranged to provide diversity and comprehensive scope.

The *Task Force Sessions* will utilize invited discussion leaders to facilitate the group exchange of practical approaches to addressing identified needs and issues. Each discussion leader will be assisted by a recorder who will take notes to be presented at the Closing Session. (A majority of participants will be preassigned—by their choice—to each session.)

The *Closing Session* will facilitate the presentation of Task Force recommendations and the enlistment or announcement of follow-up activities.

Desired Participation

The conference program will recruit parents, teachers, tutors, teacher educators, students of education, school administrators, and administrators and staff of community support service programs to be a part of its audience. The core of the parent participants will be from the Athens and Atlanta area and other participants will represent statewide and regional participation.

Desired Follow-Up Activity

The conference program hopes to generate activity beyond the program day. On a long-term basis, it is hoped that this program continues to be annual. On a short-term basis it is hoped that some

of the following involvement will be generated:

- local task force sessions conducted by school and community agencies throughout the state
- teleconferences, forums, or study circles during the year to continue to explore relevant issues
- publication of the proceedings of the conference for selected distribution.

References

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Keynote Address

Rep. John White

Good morning. This is the kind of effort—the Imperative Educational Network—that will make a difference in the lives of our children. This small group can make a serious impact and some decisions can come from this. The things you learn today will make a difference in the speeches you make, the places you go, and the contacts you make from this point on.

I hope to give you some salient ideas and pertinent facts for your intellectual examination. We are now, and have been for some time in this country, a nation at risk. There are many great positives about our country, bu certainly, without the progression of education, they cannot make enough difference. No state, no nation, no civilization can move forward without children who can grow and assume leadership roles—without boys who can become men and fathers or without girls who can become women and mothers—and certainly not without followers who can become leaders. We all came today for new information and new ideas for the development of our communities and our children.

I am going to share with you four thoughts. One, I'm going to give you some gloom and doom facts about education and where we are in this state and in our communities, and I'm going to give you

my thoughts on involving parents, guardians, and community leaders in the education process. I will share some new concepts called collaboratives that are being tried in our state, in order to assist various families with their educational needs; then, I will share with you some of my views on legislative responsibility to education and for education. I wish some of my colleagues were here so they could hear me talk ugly about them. I do it often with them in order to shake up their thought processes and to move our state forward.

Countless articles have been written about education in our state and our nation. Many people express shock at the fact that Americans lack the skill they need to thrive and contribute to society. We ask the question: "In this wonderful America, how can this be?" Then we look for something or somebody to blame.

Our schools blame families; families are not stable - they're not taking care of the needs of the children. Some people blame school busing. Some people blame the legislature. We blame society. Some people even blame it on the rain: "It rained too much today, I couldn't' get out to the school board meeting." So, all of these blames are put some place but, in my mind, the blame must be laid aside and we must start doing some work and spending some time on our children.

First of all, let me give you a little bit of gloom and doom about where we are. Every year about 350,000 children are born to mothers who are addicted to cocaine during their pregnancy. The children who survive must be taught in some school, by some teacher. These children, if they survive, have poor coordination and short attention spans; they are restless children—and I've seen them personally in schools and pre-schools in my county and in my city.

Today, about 15 million children are being reared by single mothers whose income is $10,000 or less--not enough to adequately support herself, her child and, perhaps, other children in the family.

Men are not left out of this group. About two-and-a-half million men are fathers who are raising children by themselves.

At least two million school age children have no adult supervision after school. According to the U.S. Census, on any given night, between 100,000 and 200,000 children have no homes and between 40 and 50 percent of the shelter users are families with children.

In 1989, child protection agencies received more than 2.2 million reports of child abuse and neglect. With statistics like these, we are surely a nation at risk—of continuing to build and fill the jails. In Georgia, last year, according to the Division of Youth processing those who had to appear in juvenile court, more than 30,000 of these youths are receiving some kind of court services—whether it's a probationary situation or whether it's incarceration into the Youth Development Centers. More than 14,000 young people were admitted into Regional Youth Development Centers. There are centers that, in my estimation after my visits to them, will be the first step to prison for a lot of these young people—starting from 10 years old up to 17.

For some of these kids, spending one or two nights in a jail cell in that center is quite enough—to get them back on the right track. Some do not have supervision at home, and they have that socialization in those centers and staff to help them do those little things to get back. Some youngsters go on probation for minor offenses. Most of the youth are committed to those centers for property offenses—defacing property, whether it's school property or otherwise, or stealing, or destroying property, whether it's school property or community property. There are teenagers in the court system right out of schools, on a daily basis from age nine to seventeen. They have committed violent offenses ranging from aggravated assault to murder, arson, kidnapping, robbery, vehicular homicide. This is happening in our communities on a daily basis. These kids are white, they are black, they are male, they are female. No race, no agenda is excluded.

In 1991, we had 15,000 acts of crime by teenagers, including auto-theft, shoplifting, forgery, credit card fraud and theft of firearms. Male students accounted for 87 percent of all of these commitments to the Youth Development Centers. The average age at the time of commitment is 15.6 for males, 15.2 for females. No father was in the home for 59 percent of these cases, and no mother was in the home on 5 percent of these cases. The median grade completed in school for most of these teenagers was sixth grade. Many of these youth are continuously in our schools. They are incarcerated for short periods of time and they are rolled back into the school system—in many cases without the kind of guidance and help that's necessary to keep them or put them back on the straight and narrow path.

We must devise means of assuring that we won't continue to lose them to the jails and the prisons. The cost of jails and prisons is much much more than it is for school systems or schools. It costs much more to send a person to the Georgia State Correctional Institute than it does to send them to Georgia State University or the Athens Technical Institute. It costs about $20,000 to construct a jail cell and nearly $20,000 to keep a person in prison over a year's time. It costs a whole lot less than that to start them on the right way earlier in our educational system.

In an effort to help bring parents and teachers to the realization that schools cannot solve the problems of the education of our children, we, then, must turn to the communities. When I was growing up in Montgomery, Alabama, I think a plus was coming from a large family. I'm number 11 of 12 children—six boys and six girls. I never really knew what poverty was because we lived on a farm. My family had a 250 acre farm that kept us busy. I never knew what hunger was because we grew everything that was necessary. My father grew anything that would grow—every kind of vegetable, whatever was edible or saleable—he grew it, from radishes to tomatoes to anything that you could think of that would grow. I picked so many cucumbers, I hardly want to see a cucumber now.

Of course, that was another time and another era. We didn't have as much television then as today. Those were, in a sense, the kind of good days where families were real families. Of course, we had divorce back then, but we didn't have as many then as we have now. We didn't have as many problems with children then as we have now. We didn't have as many jails and we didn't have a lot of the things that we have today. That's another time, but parents were involved in the school system and the PTAs.

In order to involve parents and guardians in the schools and programs for their children, we must undertake a plan of community involvement. We must do that again. We must know the community, first of all. School boards, teachers, principals, and those who administer education must know the community's needs and expectations. The community members certainly have particular expectations about their schools. People have opinions about what the schools can deliver. We simply don't know those because we don't take the time in many cases to find out what those opinions are. The school boards should know and I guess they must know the opinions of a cross-section of a lot of the people that they represent in their areas.

It was my intention when I ran for the House of Representatives, 17 years ago, to change the model of the school system. I was only in Georgia four years before I decided to run for public office. That decision was made as I traveled throughout Southwest Georgia looking at schools and speaking to junior high school and senior high school students about the possibility of going to the technical school as the beginning of their post high school training – for those who were not financially capable of moving right from the high school to a college setting. There has to be a median. The technical school is a place where students can go and learn skills and earn some money to go on to that four year degree or whatever they want thereafter. There has to be a stepping stone to that.

As I traveled throughout Southwest Georgia speaking to schools and listening to students and teachers, I found that in my own county the greatest problem or deterrent to what I wanted to do was the school board. The school board in Dougherty was an appointed board that I publicly called an anointed board. There were five people on the board—all white males who lived within five or six blocks of each other in their community, in a county of 100,000 people. At that point it was about 40 percent black. There was absolutely no other representation. So, this school board employee decided that he was going to take on the system. The best way to do that is to become a part of the body that makes the decisions about what happened to the schools. As I did my research, at that time the legislature had 200 members.

I found that out of the 200 members of the House side not a single one of them was an educator—not one. I decided there's got to be something wrong with these people who are making the decisions for me. They tell me what kind of certificate I've got to have to teach or to be in the school system. They make all kinds of other regulations. They dictate the salaries. They tell me what can be spent on maintenance and operation of the buildings. They do all of this and, I said, I bet not one of them has set foot in a school in any period of time in the last 15 to 20 years.

They've never taught, many of them. They were airplane pilots, 28 percent were attorneys, 15-17 percent were farmers—just an array of people—so I decided to run for the job. I requested a leave of absence for two weeks following my normal vacation during the summer, which, as a 12-month employee for the technical school, was just 15 days. I asked my director for this leave to run my campaign. I was told, "If you run for the position, you're going to lose your job." That really got to me. I said, "But this is a democracy. You can't tell me that I can't run." He replied, "You'll lose your job. We don't have people running for public office who are in the education system in this county." I said, "You do what you have to do—I'm running."

I decided that had to be my challenge in order to make it better for people down the road. I didn't know it was going to be such a long, arduous task. The school board met the next week and made a regulation that any employee of the school system shall take a leave of absence without pay to run for public office and, should he win the elected office, the leave shall continue for the duration of the office. I went back and said, "You all just fired me." They said, "No, we didn't fire you. We gave you a choice." I said, "okay." I won the election and then I sued my school board, and I won the lawsuit. They appealed and I won that—in the U.S. Supreme Court.

The system now has an elected school board—with representatives from every section of our county. It took 12 years to get to that point and it cost the system probably a quarter of a million dollars to argue that one case.

In that whole process, there was a new thinking on the parts of the citizens of that community. They had been wanting to have a part in what goes on in the school system. They learned what they had never heard before. We exposed what was taking place in the school system and what could take place if parents would take a better role. Those possibilities have waned in the past few years, but we're back to that now—bringing the parents, and teachers, and the rest of the community together to be involved in the school system's process.

In my view, school boards and principals must generate parent awareness as to the importance of their participation. Most parents do not understand or do not know how they can participate with the school system and with the school board. They think that perhaps they'll just send the kids to school and the teachers will do the rest. This surfaced again, as I mentioned, last year when I wrote the proposal for the school system to create a community awareness program. What I proposed is that the school system needs to generate that parental awareness—the importance of their participation in the improvement of their children. Once they get to

that point, then they feel a part of it and they feel that they can have something to say to the authorities. They don't have to wait until a child is in trouble to then go to the school board. We have to invite them out and get them out early and get them involved. Parents should know and understand those teachers and principals of those schools.

We must enhance parental and community support for the school system in general, and parents should have a strong sense of identification with the school, teachers, and principal in their neighborhood where their particular child goes.

I've designed for them an outreach program to stimulate parents and teachers and others to become involved, including a series of radio broadcasts, press releases for the news media, and messages targeted for parents and in church bulletins. (You have a group of people together on Sunday mornings that you will never have at any other time of the week. This is a time to impart information to parents and the school system.) I asked my system to design and hold informal talks and meetings with parents and teachers in community settings—housing projects, churches, community centers—forums for teachers to learn about relating to and involving parents and students in their school work.

When teachers don't relate to parents, sometimes children don't take their homework home. They stick it in the locker in the hallway and they pick it up the next day. They never do it. If the parents were involved to some extent, we'd have a better handle on what's going on there. One thing I did in this proposal was to put in a statement that the school system would require that the teachers know the parents of the students in their homerooms. You've got a homeroom class of 30 students. The teachers ought to interact with those parents at least two or three times a year. Especially in elementary schools, the students go back and forth to homeroom sometimes during the day.

We must get parents and teachers talking to each other. I made this statement to my school board: Ms. Johnson out at the Martin Luther King elementary school will tell a child "I'm going to talk to your parents about you." The kid may say "She doesn't even know my parents," and goes on doing whatever he wants to do. If that child understood that the teacher knows the parent, and the parent knows the teacher, it brings about a different attitude in the child. Somebody cares is what they're really saying.

My sister went to Tennessee State up at Nashville. She was a freshman and I was a senior at Florida A & M. I took a trip to her college. I met the Dean. I met her dorm directors. I met some of her instructors on that campus. There was a different attitude in my sister about that setting—she had a different attitude about school and about the people she worked with. Some of the professors asked, "You're her brother and you came all the way up here to check on your sister?" I said, "Yes, I did." They thought that was remarkable and they had a new attitude. They saw that somebody cared and her work was a lot easier, she was able to move through that system a lot better, as opposed to someone who sent their child to that school and never saw them again until the summer or four years later.

Back to the teachers in our local school settings. We can create these situations in our local settings. We just have to take the time. School boards have to do that to make sure that we are going on the right track and helping our kids adjust. Overall, I think we need to encourage local people to solve those local problems in the school setting.

This is a time when many states are moving from a top-down approach to resolving community problems toward a collaborative approach—emphasizing leadership, development and community solutions for community problems. The parents will get involved in that process. Empowering parents to become active participants in strengthening schools is an important and necessary goal.

Part of empowering people and parents and guardians is to, first, believe in their capacity to get involved. They will if we invite them and make it easy for them to do so. Parents can help articulate a new vision of education. The children will see a difference in the importance of education if their parents are involved in it. Parents can come together to assess the status of education in their community and can recommend strategies for improving.

We have now a lot of single parents who left high school in the ninth or tenth grade. They have since learned a lot of things - some of them have not been academic. They've learned about life. They have gone through the school of hard knocks - for the last five or six years for those whose children are now six, seven, or eight years old. They can come into the school system and share with principals and teachers some things that we may not see every day because we're busy following our professions. Parents can encourage and support efforts to improve schools. Parents can promote the concept of community schools. These are schools where the community is involved in helping the school to accomplish its objectives. For example, the school might be open throughout evenings and weekends and available for school staff and community members.

Twelve years ago I made a proposal to the Dougherty County Board of Education that we keep schools open on the weekend and all during the summer. I don't have to tell you what kind of beating I took. First, they said it costs too much, but then they didn't equate that cost with the cost of prison and they still haven't come to that realization.

As I drove around back then, campaigning one summer for public office, almost every school in the country was closed down. Meanwhile kids were running around everywhere. Some were being drowned, some were hit by cars while on bicycles, others were doing other kinds of things—vandalizing, hanging out in parking lots at night (200-300 kids in a parking lot because they had nowhere else to go). I said, "The schools ought to be opened through the

summer ... that the state ought to have year-round school." I think children get tired of playing after about three or four weeks. When school is out in the summer, three weeks later they become restless. They've just about done everything they wanted to do.

We can devise a system where we have school 12 months a year - staggering the vacations of teachers and the vacations of children and coordinating those things. Some teachers would rather take their vacation in December because they want to go skiing or to other places at that time. I made this proposal to the General Assembly. I got laughed at. However, I've made a lot of other proposals that it took 15 years for them to make a decision on.

I think the greatest opposition came from educators. Much of it came from the State Department of Education. They didn't want to change, but the world changes and we have to change with that. Now, in Southwest Georgia and other parts of the state, there are some schools that have started to have year-round programs. Savannah is one of them. A system in College Park starts back in early August. So, we can devise means to make sure this happens in more areas.

To achieve the goal of education for our children, we must make sure that children have access to the social and health services they need. This calls for an expansion of our perception of schools as those institutions where only educational services are delivered to ones where health and human services can be coordinated.

Today, in our state, we have a number of school systems forming collaboratives with community agencies and parents to meet the needs of families more effectively. Involvement of parents in these collaboratives is important if we are to ensure comprehensive services to the children. One collaborative concept is called the Family Connection. This is a partnership between local communities and the Department of Education, Human Resources, and Medical Assistance. There are 15 such pilot programs in Georgia. The connec-

tion is a collaborative to assist troubled families and their children. The goal is to ensure that at-risk children receive the support they need to succeed in schools.

What will that accomplish? First of all, it will improve strategic strengths in families while alleviating conditions. Last night, Don Speaks mentioned the plan in Savannah to have someone from Health, someone from Welfare, and someone from Education available, so when kids need relevant services, those people become the contact person for the school. They can provide the services that the children need in order to move that child through the whole system—having those services come together in that collaborative effort.

The program in Georgia is sponsored by the Joseph B. Whitehead foundation. This is a Woodruff related foundation. This foundation has put five million dollars into this program. The communities include the city of Atlanta, the city of Carrollton, Dawson County, the city of Decatur, the city of Elberton, Emanuel County, Paulding, Paul County, Houston County, Lowndes County, Mitchell County, Murray County, Muscogee County, Richmond County, August, Ware County (which is Waycross), and Coffee County. This particular program is being started in these areas. You can determine that these are spread across the state and in every corner of our state. So, we hope these programs will work as models for this kind of collaborative that brings together the basic human services needed to help children and their families to get off to a good start.

One of the reasons for putting this together was the fact that the Governor's Office recognized that only 60 percent of Georgia's children graduate from high school. One fourth of Georgia's families live in poverty—which impacts the lives of the children in these families and significantly increases their chances of being at-risk of a number of different negatives. Georgia has the nation's third highest pregnancy rate among girls age 13 to 19—the nation's

third highest. Again, putting those services together under education may be a partial answer to some of this.

Teenagers from 10 years old to 19, in this state, account for 25 percent of all sexually transmitted diseases—approximately 60,000 to 80,000 sixth through twelfth graders. Reports of child abuse in this state almost doubled from 1983 to 1990—from 39,000 to 57,000; so the goal of the collaborative program is to strengthen the family, community and school link.

I think that as the program grows, and we see some success and progress within the next year or so, it will be strong enough that the legislature will want to put some more funds into it and expand it throughout our state.

Parental involvement in education is really a two-pronged opportunity. One is the involvement in developing action plans for the improvement of education in their particular community. The second is providing opportunities for parents to gain further knowledge and skills that they need to function as parents and teachers of their own children. All of us know that, as parents, we are our children's first teachers.

Let me tell you what the legislative responsibility is, in my opinion. Legislators are a critical line between public citizens and the public systems. We are elected to represent one and improve the other one. Improvement sometimes requires new laws and policies that support high quality teaching and learning in classrooms. Legislators can and should stimulate innovation and creativity by providing incentive grants and holding the system accountable for students' learning. But, we have to put the funds there, we have to put the regulations there, and we have to police the process. Legislators can and should provide adequate funding and develop laws and policies that will promote restructuring the education system rather than continue to go down the same road that we are going.

Unfortunately, some of my colleagues—in fact, many of my colleagues including our governor—appear to be afraid of strong, drastic, positive change. They've been afraid to create new sources of income new sources of revenue for the support of education. They would rather talk and build prisons than go with some kind of positive education. Most legislators voted to cut the education budget this session. I voted against cutting the budget for education. We ought not to even think about cutting the budget for education in this state. It was my opinion then, and it is today, that this state commits a crime against students and the future of this state when we cut the education budget and at the same time fail to find new sources of funds to properly prepare our children to compete in the global economy in society. We have to prepare them for the influx - the greater influx—of minorities and individuals of different nationalities coming into this country and into this state.

Here's a personal point. In 1977, I introduced a bill in the House of Representatives to create a state lottery. Whether you agree with the lottery or not is another issue. In 1977—fifteen years ago—I said to my education committee and on the floor of the house, "We have to improve education." We cry about it, we moan about it, we talk about how poorly our kids are doing, we talk about what teachers are not doing and what they ought to do. Many teachers are leaving the system and going to private industry because they can make more money and have a little more satisfaction in some respects. We have to do something about it. We have to raise some money somewhere.

You say your constituents don't want you to raise taxes. You haven't come up with another idea to raise some funds. It has to come from some place. I suggested a state lottery. No state in the Southeast, at that point, had a lottery. Virginia did not have one. Washington, D.C. did not have one either. Only a few states had a state lottery. I looked at that system and said the world flies into Atlanta to go anywhere. The rest of the country drives down I-95 and I-75 going to Florida to go to Disney World. Let's relieve them

of some of that money before they get to Florida. Let's create a way for them to do what they want to do and what they've been doing since the sixth grade. They said, "What do you mean - what are you talking about?"

At some point in your sixth or seventh grade you took a chance on a pencil in your classroom. You paid a nickel for a chance to win something in your classroom because you were raising money. You've done it in your churches because you've had raffles to raise money to buy choir robes or to put soft seats on the benches. You've had a raffle for a ham or a bicycle. The fraternal order of police raffle off every year either shotguns or motorcycles. They raffle something. They gamble and we've been doing it for hundreds of years. Now, this is a means to raise some money for education. We have to structure the funds in the proper direction.

I knew it would take about five years to educate them about what the lottery is and what it could do.

We must raise some funds. Last year when the Lieutenant Governor decided he wanted to be the Governor, he decided that he was going to be for that issue that I had carried before them for 15 years. In 1980 and 1982 I traveled the state with the nation's first lottery director. In New Hampshire in 1964 there was the first lottery in modern times. We've had lotteries since the very early 1900's in order to build universities and schools and roads. The point is that we have to find new ways to generate money. Unfortunately, we've allowed Florida to get ahead of us and raise 8 billion dollars in three years and ten months. None of us have wanted to bite that bullet and we're still in that same posture today.

We cannot improve education, we cannot reduce pupil-teacher ratio until we have some more dollars to do it with. We have to take one teacher to 28 or 30 students that we have today and reduce that to one teacher to 15 or 18 students. Then we can get some educating done. Then we won't have to listen to information like this:

twenty million Americans today are reading below the fifth grade level; of the 6.4 million people in this state today, one in every three is illiterate. Forty percent of Georgia's high school population failed to graduate.

In Metro Atlanta today—the city of the South—it is estimated that 660,000 adults ages 20 and above are illiterate. In Atlanta's public schools, 15 percent of the students dropped out in grades 9-12. We have to reduce that pupil-teacher ratio, especially between grades one and nine. Once we do that, the education process will move forward. Georgia ranks low in the United States in high school completion rates. There are only two states below us.

While these negative statistics fill the legislative offices and the Chambers of the House and Senate, my colleagues voted to cut the education budget. Four hundred million dollars first got cut from the state budget and they may have to cut some more. I think there are ways that we can raise money to support education. The world is changing fast and we must change with it. We must change our system in order to keep up with it.

Let me finally say that there are some very bright and aggressive students in our systems around the state—extremely bright kids. We must praise them and reward them for their efforts and for staying on the course to become leaders of tomorrow. We must finally know that, through parent involvement, this state can accomplish the national goals for education. It will be through parental involvement that schools will change and improve the education climate for learning in Georgia. Thank you.

CONCURRENT PRESENTATIONS

Student Assistance Program (SAP) in the Athens Area

Marnie Fereday

Family Counseling Service of Athens

My area of expertise is in working with small groups of young people or with young people and their families when there is a problem involved or other burdens. For the past five years I have been the coordinator of The Student Assistance Program which is a program that offers to students and their families real contact with school systems.

The program is one of family counseling. The school systems (Clark County being one of those systems) contracts with us to go into a system-into a community—and provide services to keep those students, to go to those families in the area of alcohol and drugs—from prevention to intervention and even post-treatment.

Before I came to the agency, upon leaving the state; I reviewed the common threads among youth who came to the Youth Division Services. The common thread across my caseload was some involvement with alcohol or drug abuse—either the child's own use or a family member's use. When I was a court service worker I kept

thinking, if someone had just recognized these kids earlier on, if we pour our energy down here, then we wouldn't be wasting our energy up here because (it's taken me a long time to get to where I can say this) there are those kids that we're not going to reach. Those kids—a majority of them—were my case load for three years.

We have a history here in Clarke County of providing services to the students through contact with the school system for about 13 years. There are different kinds and different levels of services. My agency is a United Way funded agency. A lot of our money comes from grants that we can write—funding services that we can find out there to meet the needs of kids that we see.

Through the teen counseling program I had the chance to go to Rutgers University and study with someone who really developed the first student assistance program in the United States in Westchester, New York. I came back ready to put the program in place [here]—at least pieces of the program. I'm thinking, then, as a clinician, not as an administrator of the program because what I want to do is provide services to kids and their parents. I wanted to design those services and get them offered to those kids. At the same time money became available in 1986—federal dollars—so that school systems could have the opportunity to provide some of the very services that I was talking about. That made it possible to do more in this program. However, I lost sight of the fact that everyone else in Clarke County had not been through the Rutgers summer program and I came back fired up to do those things, but Clarke County was not ready for The Student Assistance Program to take this shape that I just knew it needed to take.

It's been a long four years in helping the community get to a point where they're ready to have a focus as what we now are. A lot of that has been possible by working closely with Shirley McDuffy-Taylor in Student Support Services for our county. I'm working with her to make the Student Assistance Program part of the school system and at the same time remain a community based program. It

has been rather difficult at times, but it's happening now. I'm more excited and even more willing to be involved in the program development end of it and work at the community level so that the community will support what's done in the schools.

Teachers shouldn't be expected to provide a number of caretaker services if they are not going to be supported by the community to do that. It puts them in a Ca :h 22. We are one of those outside resources that is in the schools to work with the kids. We are one of the resources to which teachers can refer kids for our program SAP to be involved with the direct services that are available to them.

Prevention

Indeed some of our kids are not involved in drugs, although the same kids that we do serve tell us that about 70% of the youth are involved in some way with drugs. There is also the problem of kids who carry weapons. Surveys show that—at best—50% of our students aren't carrying weapons and we are about supporting those kids who aren't as well.

I'm very excited about the fact that at Clarke Central High School, this year, we're going to be starting a SADD chapter (Students Against Drunk Driving). The students have helped me a lot with this SADD chapter by wanting to do this after a tragedy.* I thought I knew of the designated driver programs but that's not all that SADD is. SADD supports designated drivers for people over the age of 21—but under 21, SADD supports kids not using. That leads me to another purpose today and that is, not only to talk about what we do but what we don't get to do.

We serve some kids well but—when you think about 50-70% of our kids drinking and some of those kids using other drugs as well —we're not serving a large number of kids—not as many as we could be serving. Why? Why aren't we? Well, I'm very alluded to taking some of the responsibility. I haven't been very administrative,

so I'm changing my plan. I'm changing what I want my role to be. I've got to give up some of the groups of kids that I work with and do some of the things that are more painful. That's a part of helping the program to grow so that those kids can be served. The first problem to be recognized is the societal norm that if they are going to drink, they shouldn't drink and drive. Although, youth are told, "Do not drink and drive!," many of them still do. They are drinking, and they are not drinking a glass of chianti with lasagna because it tastes nice. They're drinking a 2 liter bottle of 190 proof Golden brand alcohol mixed with orange juice to get drunk. They're not using alcohol as a beverage which can be done by some adults. As a general rule, young people do not use alcohol as a beverage. Some do, as family tradition, when they're around family. But that's much different than what most young people do with alcohol.

It's not okay for kids to drink, but our society, as a whole, has gotten to a point where this is considered just a part of growing up. "Boys will be boys." As long as we keep the attitude that it's a part of growing up, "we did it when we were growing up," it remains a problem today. We are a community too busy, or too concerned about lawsuits, to even get involved. My neighbors had just as much right to yank me up and deal with me if my parents weren't around and that was when some of us were doing these things back then—but there were consequences and prices for those of us who did. Today kids don't have that same sense of community with other people assisting their parents and holding them accountable for their own actions.

So, the first reason for us having so many kids who need to be served that we don't serve is this notion of just don't drink and drive. The second is the denial that we even have a problem—that the problems that students have are the direct result of the choices that they themselves are making or that a family member is making about alcohol or drug use. The staff of the Student Assistance Program work from the perspective that there are three levels of denials. The *first* level of denial is because of lack of information.

Some people use denial because they just really don't know. The *second* level is that they have information—they are now aware that their child is making some high risk choice but its too painful to deal with. The *third* level of denial is that the individual has gotten so addicted that denial becomes the chief symptom of the disease.

The SAP is designed to intervene at all levels of denial. At a macro-level, I think our community is engaged in denial—for lack of information, or because it is too painful for our community to acknowledge that our young people are making risky choices, and our adults as well, about using drugs. This makes it difficult to intervene at a macro-level.

Our mission, this year, is to create a climate for drug-free living and the parents whom I have had the opportunity to speak with have become a part of that mission. To become a part of that mission, we begin with changing the one thing that we can change and this is ourselves. We must change our limited amount of knowledge that we have—change our attitudes—that's the first thing we can change.

Enhancing Parents' Capacity as Agents of Nurturance and Educational Support for their Children

Patricia Johnson-Dalzine
Central State University

The family is viewed as the most important agent of socialization and nurturance for children. Society holds the family responsible for the initial care and guidance of children. The family has the primary responsibility for introducing children to the world in their early formative years. It is within the family that children are introduced to their culture; they develop a beginning awareness of themselves; they develop emotional ties; they experience psychological and social gratifications. This socialization is the nurturing process which helps children develop some of the initial coping abilities needed to negotiate and successfully participate in the environment external to their families. Through this socialization children develop, experiencing their parents as their first teachers in an informal learning environment. This initial informal learning is expected to help children make the transition to the formal learning which must occur within the schools. These learning experiences and how they

affect children's learning and their functional capacities are the concerns of parents, educators, and child advocates (Henry, 1991; Cohen, 1988; Berger, 1987; Glenn & Nelson, 1987; Griffore & Boger, 1986; Clarke, 1983). In this paper the relationship among parents, teachers and the school system are discussed as they may influence the educational benefits for children.

Society's Expectations of Parents

Society expects a lot from parents in this role. Parents are viewed as having the primary responsibility for the ultimate development of their children from infancy to young adulthood (Williams, 1988). Parents as their children's first teachers, are expected to help them be prepared to emerge from the informal learning at home to the more formal process of the school system (Berger, 1987). Parents are expected to have an emotional investment in their children's development that moves them to monitor the actions of others whom their children encounter in their maturation process. Parents are "people makers" (Satir, 1972). As such, they are expected to acknowledge and embrace the meanings of their roles as agents of nurturance, as well as being responsible for what happens to their children. Children are aided by parents' guidance to set appropriate goals, as they have a responsibility to set appropriate goals and develop appropriate actions toward achieving these goals.

Parents' ability to contribute to their children's development in a meaningful way is dependent, to some degree, on parents' understanding the changing needs of children as they move through the maturation process. Erikson's (1963) stages of the life cycle are informative with regard to children's needs and what parents can do to participate in helping children move toward being responsible contributors to their growth process. According to Erikson, children grow into adulthood having passed through eight stages of development negotiating various crises associated with each stage. The family's influence is believed to be most significant during the early years of this developmental process. A summary of Erikson's stages,

based somewhat on material from Dixon (1981), is provided for this discussion with some identified responses from parents and elements from school systems where appropriate.

Basic Trust versus Mistrust

This stage is that period from infancy to about a year old. This period is characterized by the qualitative things which the parents do for the child in taking care of dependency needs (Dixon, 1981). The child experiences positive attachment to the parents, developing a sense of security from this relationship. If parents are not able to provide for the child, the child is likely to have difficulty in his/her own ability to function (Dixon, 1981). As parents seek to respond to the needs of the child for positive development, "parents must not only have certain ways of guiding by prohibition and permission; they must also be able to represent to the child a deep, and almost somatic conviction that there is a meaning to what they are doing" (Erikson, 1963, p.249).

Autonomy versus Shame and Doubt

During this stage, the child, about age 2, has developed physically such that exploring of surroundings occurs; the child is walking; speech is developing, and some reciprocal communication is possible between the parent and child. The child experiences some initial conflict with parents in their efforts to control his/her behavior. Children at this stage can benefit from parents' understanding how to resolve the conflicts being experienced.

Parenting strategies during this stage require that parents be able to accomplish several tasks that have positive effects on children. The listing of things to be done by parents is almost grocery-like in expectations such as: (1) child develops self-esteem, (2) child learns appropriate age behavior, (3) gender identity is learned, (4) role identity is learned, (5) child learns nurturing behavior, (6) child develops sense of self worth, (7) child is achievement oriented, (8)

child develops a sense of trust, (9) child develops a sense of security, (10) child develops close relationships with their parents, (11) child has initial preparation for emancipation from parents (Henry, 1991; Cohen, 1988; Berger, 1987).

Initiative versus Guilt

During this stage, which occurs about the age of 4, the child is evolving and discovering him/herself (Dixon, 1981). This is a period where the child is ripe for learning; he/she is willing to work with others and could benefit from caring teachers (Erikson, 1963).

Industry versus Inferiority

The child during this stage, about ages 7 to 12, is in frequent interaction with the environment external to the family. The child's entrance and interactions with the school becomes a key factor in the child's development. Erikson's view of the school is that, "many a child's development is disrupted when family life has failed to prepare him for school life, or when school life fails to sustain the promises of earlier stages" (p.260).

This view by Erikson supports the idea that schools and parents need to work together to benefit children. According to Bastiani (1987), parental support for schools is an underutilized resource; schools and parents working together can be beneficial based on parents' concern with accountability within the schools, knowledge and experience that parents have, and parents' capacity to be a resource in providing support to the school system.

Bobbitt and Paolucci (1986) posit that schools and homes represent two different types of avenues for learning, the formal and the informal. The relationship between school (formal) and the home (informal) must be understood, appreciated, and utilized. These researchers view the diversity of the characteristics of the two systems of learning as their strength. Schools need to find ways to bring

about more parent participation and even participate in empowering parents to be more assertive in seeking a place of involvement in the school system. Support for this view on parent involvement is offered by the U. S. Department of Education (1986) in its statement that "what parents do to help their children is more important to academic success than how well-off the family is" (p.7). Thus, parents should concentrate more on enhancing the learning environment such that children are better prepared for emerging and functioning in the school system. Parents must seek appropriate assistance that enables them to negotiate relationships with their children's schools. Schools exhibit positive behavior toward parents and their children based on the degree of parent-school involvement (Berger, 1987).

Identity versus Role Confusion

This stage which corresponds to ages 13 to 20, represents the child's preparation and movement toward adulthood. Children confront, negotiate, mediate, and eliminate complex problems in their final move toward responsible adulthood. Parents need to reflect on how they have contributed to aiding their children reach this point.

How parents have participated in their children's growth process is a key element in understanding the parent-child relationship form this point on. Parents, like children, must recognize the conflicts that are experienced in the beginning move toward emancipation. The socialization process that occurred through the years must account, to some degree, for the type of young adult that emerges. What can be concluded is that the importance of parents in children's growth processes cannot be trivialized. Children develop best when they experience nurturing families.

Families, however, experience deficits in being prepared for the challenges of parenthood. Consequently, too many families have difficulties fulfilling their parental roles. As a result, there are children who because of a myriad of problems within their families never

experience the benefits of a supportive nurturing environment. Thus, many of these children suffer double jeopardy, victimized within their own families and by a society into which they emerge unprepared to encounter and compete for its rewards.

Remedying this situation for children must begin with helping their parents, rehabilitating them if necessary, educating them, and empowering them to assume and assert their parental roles. The family's ability to work successfully with its children has never been an easy task and, probably never will be.

Glenn and Nelson (1987) suggest a seven point plan for parents on raising children for success. They posit that "one of the leading predictors of success for young people—their performance in life, their motivation, their health, and their productivity—is their perception of their parent's perceptions and expectations of them not necessarily what parents believe about them, but what they believe their parents believe about them" (p.177).

As parents try to help children, Glenn and Nelson suggest that parents must be willing to pay a price for being better parents. This price is manifested in their willingness to protect children against the hazards of the home environment. Parents can do this when they "(1) maintain closeness and trust, (2) use firmness with dignity and respect, (3) don't misuse affluence, and (4) teach children the capabilities they need to achieve success and happiness" (p.177) Williams' (1989) proposes a family curriculum that echoes similar prescriptions for enhancing parenting skills and improving the parent-child relationship.

Clark (1983) also has suggestions as to what parents can do to enhance the parent-child relationship, aid children's development in general and aid children's school performance. He sees these early socialization/nurturant activities with children by parents as key to their being successful beyond the home environment, and particularly beneficial in the school environment.

The needs of parents to become nurturing individuals is clearly well established. Parents require supportive networks that can help them in becoming the nurturing parents that society expects. That such parents are possible and have had positive effects on their children is well documented in the literature (Bastiani, 1987; Berger, 1987; Griffore & Boger, 1986; Clark, 1983; Elkin & Handel, 1978; Erikson, 1963).

Schools as Supportive Institutions

Helping parents to develop needed skills and nurturing relationships with their children requires a multifaceted approach to utilizing resource systems. The school systems and churches represent two important institutions with which families have considerable interactions. These systems can work together to develop and implement programs to assist families and serve as conduits through which other services may be coordinated.

Schools have a dual role with parents whether it is acceptable or not. These roles encompass one that allows parents to develop needed parenting skills and one which encourages parents to assert their roles as concerned parents actively involved with the school system. In effect, the idea is for the school to help empower parents to monitor the school's role with their children and to become involved in a partnership with the school in educating their children.

Helping parents develop parenting skills nay be accomplished in several ways such as family life enhancement programs where parents are given instruction on appropriate parenting skills (Berger, 1989). Such programs must take into consideration the cultural diversity of the parent groups. For example, the historical experiences of minority groups may be obstacles to their receptiveness to even being involved, despite the schools' potential assistance (Phenice, Martinez & Grant, 1986). Schools may utilize a number of different types of training programs that offer parents the opportunity to enhance existing skills and develop others. Programs such

as PET and STEP are types of parent training modules that schools may use in helping parents (Berger, 1987). These modules will have to be modified to the needs of culturally diverse groups. Schools need to be flexible enough to coordinate their efforts to aid parents in developing parenting skills such that assistance can be provided beyond the physical facility of the school. Neighborhood centers or facilities that serve this purpose for communities may be better, as they may foster better participation from parents. Churches and established community groups can be utilized to assist schools in meeting the educational needs of parents (O'Neil, 1991; Glenn & Nelson, 1987).

Kutner (1991) suggests that teachers and administrators need to be flexible in setting aside time to meet with parents. This flexibility is believed influential in fostering parent participation in their children's education. Gestwick (1987) posits that schools need to acknowledge and eliminate barriers that interfere with efforts to develop parent-teacher relationships.

The overall conclusions to be drawn from concerns about enhancing parents' capacities as agents of nurturance and educational support for their children are that parents and schools need to develop cooperative partnerships; both parents and schools need to acknowledge and eliminate any barriers in working together; that parents must be more assertive in looking after the needs of their children; and that whatever assistance is needed to aid parents being more involved in their children's education ought to be provided them. Experts agree that the roles of parents, teachers and school administrators are all important to children's academic progress.

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Mentoring: A Workable Alternative to Low Parental Involvement and Support

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Ideal Situation

Jawanza Kunjufu cites in his book, To Be Popular or Smart: The Black Peer Group, that successful students have the following:

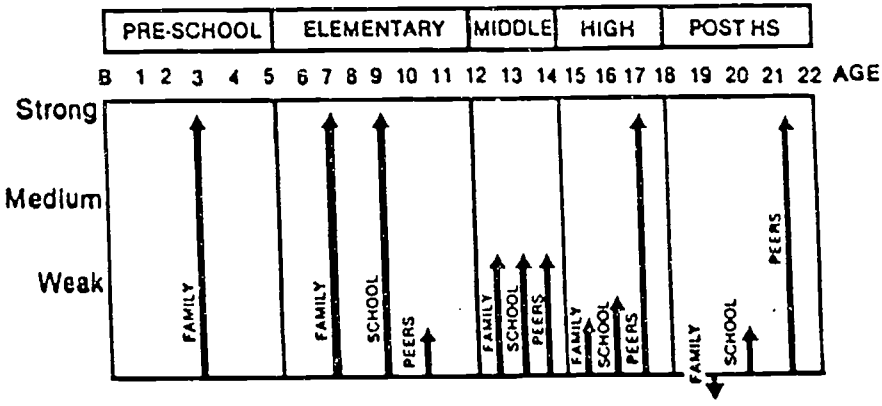
1. Supportive and Involved Parents
2. Good Role Models
3. Teachers and parents with high expectations
4. Positive value systems
5. A hard work ethic
6. They take advantage of opportunities.

Parents should be the primary educators in their child's educational pursuits. This is confirmed in a study conducted at the University of Michigan. As "home" has decreased as an influence to academic growth over the years, so has academic excellence. The tables below reflect the five most influential factors on our youths successful academic growth.

1950	1980	Some cases
home	home	peer
school	peer	television
church	television	home
peer	school	school
televisionTchurch	church	

"There is a direct positive relationship between peer pressure and age. As age increases, so does peer pressure. There is an inverse relationship between age and parental influence; as age increases, parental influence declines." This is illustrated in Graph A.

PEER PRESSURE SCALE



Parental involvement and parental support are very essential to the successful completion of the educational programs for children.

Parental Involvement—PTA meetings, programs, assemblies, etc.

Parental Support—Monitoring television, peer groups, home work, diet, sleep, and regular visits to the library.

Ways To Accomplish Interaction

The best parent interaction is accomplished by the parent being involved and supportive in the child's educational process. The way the parent interacts with a child correlates directly with academic achievement. There are four ways to accomplish positive interaction. These are cited by Dr. Loren J. Blanchard in his dissertation, "The Affects of Parental Support on the School Achievement of Afro-American Boys and Girls".

1 Achievement Press

- Educational goals and expectations that parents have for the child
- Parents should design a blueprint for the child and work to keep the child following this blueprint. (keep them realistic)
- High expectations - without pressure to over achieve
- Parents should be the primary educators and if not prepared academically, they should consult teachers, tutorial services, any source available to facilitate the child's academic growth

2 Academic Guidance

- Parental monitoring and school involvement
- Curriculum development (input)

- Monitoring in-school programs (social and academic)
- Monitoring out-of-school activity (more educationally based)

3 Family work habits

- Fosters responsibility—There is a direct correlation between achievement (amount of work and the type of work they do in school) and responsibility (indoor and outdoor chores).
- This should be practice in one-parent homes as well as two parent homes. The responsibility felt by the child is carried over to his/her school work and commitment to excellence ("ownership").

4 Family Interaction

- Parent-to-child interaction (not parent-at-child interaction)
- Communication—(two-way)
- Parents should try putting themselves in the "child's shoes".
- Warmth—sensitivity, smiles, touching (hugs), create a sense of support and increases academic achievement.

Reality

1 Little to no parental involvement or support

2 Virtually no good role models

3 Low teacher expectation

4 Low value system

5 No hard work ethic

6 Lets opportunities pass by

When these factors are prevalent in the home situation, the need for outside intervention is necessary to help the child overcome the obstacles which stand between him/her in their successful academic growth.

Project R.A.P.
Reaching Adulthood Prepared

Project R.A.P. is a joint effort of the Timothy Baptist Church and the Athens GENTS Club to assist adolescent black males in reaching adulthood prepared to accept the responsibilities of being a man. We seek to sponsor activities to help black male youth develop: 1) self-esteem, 2) academic skills, 3) respect for self and others, and 4) their ability to make good decisions affecting their lives.

The black adolescent male has long been a group neglected by many programs addressing the problems of being a teenager. These include programs aimed at preventing unwanted pregnancies, goal setting and other skills needed to be a productive and positive adult. To meet this deed Project R.A.P. will:

1. Provide bi-weekly sessions for black males between the ages of 12 and 18,
2. Utilize adult black males as mentor to the youth, matching them in one-on-one relationships, and
3. Hold parenting classes for adolescent fathers which provide a support group to help them cope with the stresses and responsibility of parenthood.

Bi-Weekly Group Sessions:

Project R.A.P. conducts programs in the Timothy Baptist Church's educational center that are designed to help youth develop feelings of self-worth and set realistic goals for achieving

productive lives. Several resources have been adapted for these sessions including materials specific to the black culture.

The atmosphere of the groups is conducive to open communication between the participants and facilitator(s). Youth identified with inadequate academic skills are referred to the church's tutorial program for assistance. The church also provides transportation to these meetings for youth who do not live in the immediate area.

One-on-One Mentoring

Because of the high number of female headed households in the black community, we see a tremendous need for opportunities which allow black male youth to interact with positive adult black male role models.

These carefully screened mentors are required to keep, at least weekly, contact with their youth and provide the support needed to maintain the child on a positive path. Through conversations, outings, displays of genuine interest, and modeling positive behaviors the mentor will help the youth discover values, self-esteem, decision-making skills, educational capabilities and other qualities needed to be a productive adult.

Teen Fatherhood Training:

Although the prevention of teen pregnancy is a major issue concerning young females, Project R.A.P. seeks to address this issue from the male perspective. These bi-weekly sessions focus on helping the adolescent father cope with the stresses and responsibilities (both financial and emotional) of parenthood. It is our hope that these classes make the male more supportive of the teen mother and more of a real father to his child as it grows up.

Since the teen father is often the first to know about a pregnancy, all program participants receive basic information on the impor-

tance of pre-natal care, avoiding drugs, alcohol and smoking during pregnancy, and proper nutrition. This knowledge, when shared with the expectant mother, can help prevent birth defects. Additionally, information on contraception and family planning is provided in hopes of preventing a repeated unwanted pregnancy.

Recruitment

Youth are recruited through the schools, public housing communities, area churches, media campaigns and agency referrals. The program is open to any black adolescent male between the ages of 12 and 18, regardless of socio-economic condition, or whether he resides with one or both parents.

Adult volunteers are obtained through the Athens GENTS Club, churches, fraternities, civic groups, social clubs and other black male organizations. Each male is subjected to a thorough screening prior to being matched with any youth.

HEART: A Proposal for Criminally At-Risk Youths

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To demonstrate the need for the implementation of HEART we look to the youth court statistics. The Youth Court of Forrest County in 1989 had a total of 877 delinquency referrals. That means there was an increase of approximately 43% of delinquency referrals from 1989 - 1990. As of July 31, 1991, 749 referrals had been made to the Forrest County Youth Court for delinquency.

In Mississippi, 714,000 people over age 16—45% of the state's population—do not have a high school education or its equivalence. Almost over 400,000 citizens completed less than nine years of school.

According to the director of Project Help (Hattiesburg Education Literacy Project), Mississippi has the highest illiteracy rate in

the nation: 28%. The illiteracy rate of the total population of Forrest County is 19% according to the 1990 census.

Another concern in our community is the number of teenage pregnancies and growing number of teenage mothers. According to the Mississippi State Department of Health and Vital Statistics, Mississippi has one of the highest number of babies born to teenage mothers. In 1989, Mississippi teenagers bore 9,270 babies, which accounted for more than 20% of all births to Mississippi residents. Within Forrest County, 216 babies were born to teenage mothers.

Heart Goals and Objectives

The overall goal of HEART is as follows: To design and implement an integrated, non-residential service delivery system that will enhance resiliency factors of at-risk and/or adjudicated youths, thereby enhancing their social, physical, psychological maturation; enhancing their adoption of socially appropriate behavior; steering toward achievement orientations; and, enhancing their positive transition to adulthood.

Objective 1: To effectively implement HEART the following objectives have been defined. To organize a treatment community of significant community agencies that represent education, business (employers), health (mental and physical), recreation, civic groups and volunteers.

Specific Purpose of this objective is to create the major elements of the integrated system mentioned in the aforementioned goal. These agencies will be ideal because this project's clients could easily be integrated into them. This would assure our youth's contact with non at-risk and adjudicated youths. Furthermore, youths' needs and/or interests will be assessed in the areas of physical health, social

problems, recreational interests, employment, vocational orientation, educational needs, interpersonal social skills, community living skills, and social network.

Employment:

Objective 2: To provide training and placement of each youth in a job that is meaningful—in that he/she will have career and monetary advancement potential.

Objective 3: To provide regular contact with each youth after employment, co- worker support with an older worker, and on-site consultation with the youth's direct supervisors. The rationale for these objectives relates to the fact that, first, economics is a major force in the explanation of criminal behavior among youths. Employment will help to address this factor. Second, meaningful employment with potential for monetary and career advancements seem to have positive impact on one's positive sense of self, motivation, and social self. Thirdly, the regular contact with employed youth is necessary in order to deal with on-the-job pressures, to encourage, and to help the youth adapt healthy attitudes about work and getting along with fellow employees. In addition, other issues may be addressed in these follow-up sessions. They may easily include money management, transportation issues, or peer issues that may affect, in some way, job performance or attendance.

Functional Academic Skills:

Objective 4: To develop an educational program for youth temporarily suspended from regular school.

4a To teach math and reading skills in a way that enhances learning among high risk youth.

4b To teach values and ethics appropriate to the workplace.

4c To utilize local employers and professionals as guest teachers in the classroom to teach on topics related to their respective work setting.

Objective 5: To increase participants self-esteem and to help participants understand the impact of family systems on family members in and outside the family. The rationale for these objectives and their inclusion in this present project is related to the widely supported idea that persons who feel positive about themselves usually are positive and appropriate in behavior. In addition, persons who trust themselves are more realistic about the world. Furthermore, persons with good interpersonal skills may be said to have great respect for each other as fellow human beings. They may also be more inclined to exhibit more socially appropriate behavior and identify with the dominant values of society. Moreover, the family is a critical unit in society. It and its interactional dynamics affect both our covert and overt behavior.

Leisure Skills:

Objective 6: To engage each participant in at least one age appropriate leisure activity during non-work, non-school hours. These activities may be sports related, civic, musical, theater, art, model air plane, etc. Efforts will be to encourage things that may be pleasurable and intellectually stimulating. The rationale for this objective is simply that youth need relaxation, recreation and/or time to themselves.

Community Living Skills:

Objective 7: To have each appropriate participant (those with children, for example) participate in a class designed to help them care for children.

Respite Services

Objective 8: To provide voluntary, temporary, overnight lodging for participants in times of crisis or family need.

Objective 9: To accept a minimum of 30 at-risk youths per year in the program.

Objective 10: To assess each participant's needs as a part of his/her acceptance into this project.

Objective 11: To have each participant and his/her parents (if applicable) sign an agreement which specifies in observable terms the employment, leisure, community living, interpersonal, and academic goals and objectives for their achievement, and a data sheet for verifying progress for the youth.

An understanding of the great diversity in high-risk youth and their families is essential for all planning. Although there is a need to identify those themes that matter to all families, whether rich or poor, urban or rural, professional or unskilled, many materials need to be tailored to a specific segment of high-risk audience, such as targeting the family of a potential drop-out or expelled child.

Appropriate methods for reaching out to dysfunctional families or families with special needs must be developed so that parents become more positively motivated rather than feel stigmatized. In targeting and helping families, care should be taken not to blame the victims, while still holding them accountable for their actions.

According to OSAP (Office of Substance Abuse Prevention), the following types of families need special attention:

- Dysfunctional families of all types, including those manifesting parental alcohol and other drug use, physical or sexual abuse of their children, emotional neglect, or mental disturbance.
- Alcohol abusing families (both active and recovering)
- Other drug abusing families (both active and recovering)
- Single parents facing multiple socioeconomic hardships, such as lack of family support, poverty, and low educational levels.
- Functional families with a "special needs" child.

The interaction or relationships between parents and their children appear to influence drug use and problem drinking. Zucker and Lizansky Gonberg, in a 1986 integrative review of all existing longitudinal literature, summarized key findings in family environments in which problem drinkers grew up. These findings were:

- Heightened marital conflict was reported with consistently greater frequency in the pre-alcoholic homes, which is hypothesized (1) to lead to the child's greater estrangement from the family and quicker movement into a heavier drinking peer culture or into antisocial behavior; and (2) to lead through modeling of the parents' marital conflict, to the adult alcoholics' heightened level of marital discord and divorce.
- Parent-child interaction in the families of those who became alcoholics was characterized by inadequate parenting and by the child's lack of contact with the parents, including inadequate or lax supervision, absence of parental demands, parental disinterest, or lack of affection for the child.

The HEART Family Component centers around four goals:

- To foster a better understanding of family dynamics within targeted high-risk environments.
- To maintain rapport and open communication with family members and HEART staff.
- To facilitate the development of trust among family members and to build more positive relationships.
- To provide families an opportunity to experience new and drug-free alternative social family activities.

These activities used to reach these goals are: Intake, Family Assessment, Home Visit, REACH Course and Drug Free Alternative Activities. The intake entails gathering information and drawing up a contract to be signed by both parent and child to participate in all HEART activities. A family assessment scale will then be used in a home interview. Monthly home visits will occur for staff to discuss progress and to provide assistance. The REACH Course will be used as a tool to help family members better communicate. Family outings such as picnics, community forums and cookouts will be encouraged. Respite care will be provided for participants who are in a family crisis. Counseling will be provided by the USM doctoral interns.

Facilitating the Understanding of Science by Children: Learning Styles Considerations

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Many students are not successful in the sciences. Research findings have indicated that students begin to dislike science in the fifth or sixth grade; by the time they are in high school, most students take only the required science courses. Unfortunately, many of these students are from groups which are underrepresented in the sciences. Some educators have proposed that specific learning styles are rewarded by the predominant use of certain teaching styles in science classrooms.

Learning styles have been defined in various manners. The terms cognitive and perceptual styles have also been utilized in the area of learning. Instead of participating in the debate on the definition of learning styles, the author will discuss learning, perceptual, and cognitive styles to aid the audience in understanding how these styles

influence learning and how teachers, community leaders, and parents can use a variety of teaching strategies to enhance the learning of children.

Learning style accounts for individual preference in various cognitive, perceptual and personality dimensions that influence information processing (Sacho, 1988). Learning styles are on a continuum. A person's perceptual style represents the method through which individuals gather and translate information from their surroundings through the use of their sensory modes; thus, the focus on auditory, visual, and tactile in psychology. According to Randol (1981) and Brown and Cooper (1983) learners may have a variety of different styles. Some students learn from hearing the spoken word (auditory linguistic) and hearing numbers and oral explanations (auditory numerical), others learn by seeing the word (visual linguistic) , and still others by doing (kinesthetic). Children prefer to express themselves differently; some easily tell what they know, while others write fluently what they know.

Children have preferences for the kinds of settings in which they learn. Some children prefer to work alone; these think best and learn more when they learn by themselves. These students are individual learners. Group learners prefer to study with other students and will not do work alone. Teachers must then try to accommodate these different learning styles. (See Chart 1 for suggested teaching techniques for the different learning styles.) If these were the only variables to consider, then instructors might be more successful than they are now. However, there are other factors to consider.

Chart 1

Description CITE Learning Styles
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Project CITE Learning Styles Survey

The following are descriptions of learning styles which may be found in every learner to major, minor or negligible extent. These descriptions will help you evaluate a pupil's learning style on the basis of observation. The CITE survey evaluates these styles with the use of an objective pencil and paper instrument which can be hand or computer scored.

(The styles below are described as if the pupil is a major in that particular style).

AUDITORY LINGUISTICS

This is the student who learns from hearing words spoken. You may hear him vocalizing or see his lips or throat moving as he reads, particularly when he is trying to understand new materials. He will be more capable of understanding and remembering words or facts that he could only have learned by hearing.

TEACHING TECHNIQUES

This student will benefit from hearing audio tapes, rote oral practice, lecture or a class discussion. He may benefit from using a tape recorder to make tapes to listen to, by teaching another student, or by conversing with the teacher. Groups of two or more, games or interaction activities provide the sound of words being spoken that is so important to pupils of this learning style.

VISUAL LINGUISTICS

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He may even write words down that are given to him orally, in order to learn by seeing them on paper. He remembers and uses information better if he has read it.

TEACHING TECHNIQUES

This student will benefit from a variety of books, pamphlets and written materials on several levels of difficulty. Given some time alone with a book, he may learn more than in class. Make sure important information has been given to him on paper, or that he takes notes if you want him to remember specific information.

AUDITORY NUMERICAL

This student learns from hearing numbers and oral explanations. He may remember phone and locker numbers with ease, and be successful with oral numbers, games and puzzles. He may do just about as well without his math book, for written materials are not as important. He can probably work problems in his head. You may hear him saying numbers to himself, or see his lips moving as he reads a problem.

TEACHING TECHNIQUES

This student will benefit from math sound tapes or from working with another person, talking about a problem. Even reading written explanations aloud will help. Games or activities in which the number problems are spoken will help. This student will benefit from tutoring another or delivering an explanation to his study group or to the teacher. Make sure important facts are spoken.

INDIVIDUAL LEARNER

This student gets more work done alone. He thinks best, and remembers more when he has learned by himself. He cares more for his own opinions than for the ideas of others. You will not have much trouble keeping this student from peer-socializing during class.

TEACHING TECHNIQUES

This student needs to be allowed to do important learning alone. If you feel he needs socializing, save it for non-learning situations. Let him go to the library or back in a corner of the room to be alone. Don't force group work on him when it will make him irritable to be held back or distracted by others. Some great thinkers have been loners!

GROUP LEARNER

This student strives to study with at a least one other student and he will not get much done alone. He values other's opinions and preferences. Group interaction increases his learning and later cognition of facts. Class observation will quickly reveal how important socializing is to him.

TEACHING TECHNIQUES

This student needs to do important learning with someone else. This stimulation of the group may be more important at certain times in the learning process than at others, and you may be able to facilitate the timing for this student.

ORAL EXPRESSIVE

This student can easily tell you what he knows. He talks fluently, comfortably seems to be able to say what he means. You may find

he knows more than his tests reveal, after talking to him about his work. He is probably not shy about talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for him. Organizing and putting thoughts on paper may be too slow and a tedious tasks for this student.

TEACHING TECHNIQUES

Allow this student to make oral reports instead of written ones. Whether in conference, small group or large, evaluate him more by what he says than by what he writes. Reports can be on tape, to save class time. Demand a minimum of written work, but a good quality, and you won't be ignoring the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.

WRITTEN EXPRESSIVE

This student can write fluent essays and good answers on tests to what he knows. He feels less comfortable, perhaps even stupid when he has to give oral answers. His thoughts are better organized on paper than when they are given orally.

TEACHING TECHNIQUES

This student needs to be allowed to write reports, keep notebooks and journals for credit and take written tests for evaluation. Oral transactions should be under non-pressured conditions, perhaps mainly in a one-to-one conference.

VISUAL NUMERICAL

This student has to see numbers, on the board, in a book, or on a paper in order to work with them. He is more likely to remember and understand math facts if he has seen them. He doesn't seem to need as much oral explanation.

TEACHING TECHNIQUES

This student will benefit from worksheets, workbooks and texts. Give a variety of written materials and allow time to study it. In playing games and being involved in activities with numbers and number problems, make sure they are visible, printed numbers, not oral games and activities. Important information should be given on paper.

AUDITORY-VISUAL-KINESTHETIC COMBINATION

The A/V/K student learns best by experience -- doing, self-involvement. He definitely needs a combination of stimuli. The manipulation of material along with the accompanying sight and sounds (words and numbers seen and spoken) will make a big difference to him. He may not seem to be able to understand, or be able to keep his mind on work unless he is totally involved. He seeks to handle, touch and work with what he is learning. Sometimes fast writing or symbolic wiggling of the fingers is a symptom of the A/V/K learner.

TEACHING TECHNIQUES

This student must be given more than just a reading or math assignment. Involve him with at least one other student and give him an activity to relate to the assignment. Or accompany an audio tape with pictures, objects and an activity such as drawing or writing or following directions with physical involvement.

Cognitive styles must also be considered. Some theories of cognitive styles focus on psychological properties and others are socially oriented (Bagley, 1988;Driscoll, 1987; Witkin, 1978). The first cognitive style continuum to be considered is the field-dependence - field independence continuum discussed. Field dependence - independence is determined by scores on the Embedded Figures Test (Witkin, 1978). Students taking this test are asked to locate a previously seen simple figure within a larger organized geometric figure

which has been designed to obscure the simple figure. Children who are able to easily detect the simple figure are considered field independent, while those children who can not detect the simple figure are considered field dependent. The characteristics of field independent and field dependent learners are delineated in the following chart.

Chart 2

CHARACTERISTICS OF SPECIFIC LEARNERS

FIELD DEPENDENT	FIELD INDEPENDENT
Respond to ideas in context	Respond to ideas in isolation
Strong interest in people	Impersonal and more interested in things, rather than people
Prefer social situations	Prefer non-social situations
Desire to be close to people	Work independently
Attentive to social clues	

Learners who are analytical are the "bits and pieces" students, they need to be given small chunks of learning material. These learners are able to analyze information, therefore they are able to extract salient information. The relational learner must have the "whole picture", then be given the specifics. They have a difficult time extracting salient information. See Chart 3 for further descriptions of the analytical and relational style learners.

Chart 3

DESCRIPTION OF TWO COGNITIVE STYLES LEARNERS

ANALYTICAL STYLE	RELATIONAL STYLE
* Dis-embeds information from the total picture; focuses on details.	Perceives information as part of picture; focuses on the whole.
* Thinks sequentially and structurally.	Uses improvisational and intuitive thinking.
* More easily learns inanimate and impersonal materials.	More easily learns materials which have a human and social content and which have cultural and experiential relevance.
* Very task oriented in science classes.	Less task oriented in science classes, more in non-academic areas.
* Science performance not affected by how teachers' perceive their abilities.	Science performance influenced by teachers' expression of confidence in their ability.
* Persist in unstimulating science activities.	Withdraws from unstimulating science activities.
* School science environment matches with this style.	School science environment in conflict with this style.

Another continuum is the reflection-impulsivity continuum (Witkin & Goodenough, 1981). This style focuses on the learner's consistency in speed and accuracy with which alternative hypotheses are formulated and information is processed. Impulsive learners give either the first answer that comes to their minds when asked a question or persist with the first approach to a solution when they

face a problem. For instance, the impulsive learner will give you the first answer which comes to mind in a math calculation or will continue to use the first approach in solving a math problem even though they are unable to solve the problem with their methods. On the other hand, reflective learners deliberate on the different possibilities for answers and solutions.

Some researchers have proposed that learning and cognitive styles are related to culture. The concepts of learning and cognitive styles should be value free. Unfortunately, schooling, especially in science and mathematics classes, rewards certain learning and cognitive styles; many African American, Hispanic American, and Native American students utilize learning styles that are not rewarded in science classes (Kahle, 1982; Olstad, Juarez, Davenport, & Haury, 1981). It is important that teachers and other educational leaders behave in a manner which is compatible with their students' learning and cognitive styles. Also, it is critical to help learners to move along the continuum since schools and science classes (as they are now) are designed to reward the field independent, analytical thinkers. Parents, community leaders, and teachers can aid in helping students to move along that continuum and use a variety of teaching strategies to accommodate students.

James Anderson (1988) has identified problem areas in the study of science and mathematics for African American, Hispanic American, and Native American students.

These problem areas include:

1. Use of reasoning processes and critical thinking skills which are consonant with cognitive styles.
2. Use of concrete descriptive abstractions rather than formal analytical abstractions.
3. Emphasis on naming of a science or mathematics concept and understanding the science or mathematical theory.

4. Drawing analogies from experimental or theoretical situations to the next situation.

5. Decrease in understanding and motivation when teaching style overemphasizes formal abstraction at the expense of verbal and experiential relevance.

Since science and mathematics require that students develop good problem-solving skills to be successful, then it is important for teachers to reflect upon their teaching style. Many teachers assume students lack the relevant knowledge to solve real world problems. However, students usually possess relevant knowledge. The teacher's dilemma is to help students access that knowledge. Teachers might have to provide cues or prompt students to help them access the relevant knowledge to solve problems. If students have not constructed their knowledge in such a way that it aids them in solving specific types of problems, teachers must provide learning experiences which overlap with the students previous experiences. Students must gain the ability to focus on different facets of a problem, therefore teachers must vary the content of the problem and provide different types of teaching environments. If this does not happen, then it may be that teachers of science will have to use teaching styles that impart inert knowledge so that students can possess bits of unconnected science facts. Stakeholders in the educational process can assist in altering the schooling process so that all learning and cognitive styles are rewarded.

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Psychosocial Development and Educational Attainment: Enrichment Strategies for Parents

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One of the critical issues confronting American parents and educational institutions today is how to improve the education of low achievers and other students at-risk of school failure. By understanding the stages of a child's psychosocial development, parents may help their children who are currently having difficulty in school, or avoid potential difficulty for their children who are at-risk of having problems.

Psychosocial Development and Educational Attainment

Children who experience difficulty in school may do so, in many instances, because of their inability to resolve important psychosocial tasks in one of Erik Erikson's (1968) stages of development. For example, they may lack confidence in their skills, which leads to the development of a poor self-concept. Because of this situation, these children become at-risk for school failure and may engage in

delinquent activities as an alternate means of satisfying their psychosocial needs (Cantwell & Satterfield, 1978).

Erikson (1968) identified eight stages of psychosocial development, which provide a general outline for healthy socialization and personality development. In his view, each individual experiences crises or conflicts in psychosocial development corresponding to his eight stages. The adjustments an individual makes at each stage play a vital role in shaping his/her personality and educational experience. Parents and the social milieu influence the way children handle these conflicts and the adjustments to them. The quality of the parent-child relationship lays the foundation for the child's emotional and educational future. Hence, a parent can be crucial to encouraging or discouraging a child's healthy psychosocial development and educational attainment.

The first five stages of Erikson's model of development covers the period that parents have the greatest influence. These stages are: 1) trust versus mistrust, 2) autonomy versus shame and doubt, 3) initiative versus guilt, 4) industry versus inferiority, 5) identity versus role confusion. The first year of the child's life is that period in which the psychosocial crisis of trust versus mistrust is encountered. It is during this stage that the child learns to trust or mistrust that its basic needs will be met by its primary caregiver, who is usually the mother. If these basic needs are met, the child forms a general impression of a trustworthy and secure world. If not, the child is likely to perceive the world, including its parents, as unpredictable and untrustworthy. To ensure the unsuccessful resolution of this stage, parents must provide consistent care and maintain an environment that is supportive, nurturing, and loving. Infants with secure attachments to their parents grow into secure, autonomous, industrious, and achievement oriented students (Honig, 1985).

In early childhood, usually ages two to three, the crisis of autonomy versus shame and doubt arises. During this stage children

either gain sense of self-confidence and control or they learn to feel shame and self-doubt. Erikson argued that parents should not shame a child into feeling that he/she is incompetent. Shame can be crippling for a child who is struggling for autonomy and self-control. When parents are patient, cooperative, and encouraging, their children acquire a sense of independence and competence. Parents must allow their children the freedom to explore their environment.

Children at age four or five experience the crisis of initiative versus guilt. During this stage, children like to take responsibility for planning their own activities. The potential problem for children during this stage is guilt for their attempts at independence. Children may come to believe that being independent and actively planning their own activities have negative consequences. Therefore the successful resolution of this stage requires that parents permit their children to explore their environment without negative consequences. Parental support and encouragement during the fourth stage can lead to a sense of joy in exercising initiative and taking on new challenges.

The fourth stage, industry versus inferiority, takes place at age six to eleven. During this stage children develop numerous skills and competencies in school and at home or they develop an inferiority complex because of their inability to develop skills and competencies in these areas. For example, Cook (1979) argues that children who fail in school lack a global sense of competence, which is the critical task of the industry versus inferiority stage. Parents can encourage the healthy resolution of this stage by rewarding and praising their child's behavior, because perceived failure results in feelings of inferiority.

According to Erikson, the most crucial period to the developing individual is the adolescent stage of identity versus role confusion, age twelve to early twenties for most people. The major crisis during this stage for the teenager is identity formation. If the teenager is not able to establish his/her own identity separate from

the parents, he/she may experience identity confusion. That is, the young person may become unsure as to who he/she is and not be able to set future educational and career goals for himself/herself. Important parenting strategies during this critical stage include: 1) respecting the adolescent, 2) authoritative child rearing, and 3) acceptance of the adolescent as an individual. A coherent sense of self develops best in an environment of emotional closeness, which is best maintained when parents and teenagers accept each other as individuals.

Erikson's stages of psychosocial development, discussed above, describes how children grow from a state of total dependency on parents to becoming more independent and self-sufficient. Parents play an important role in this developmental process. Unfortunately, many parents are not aware of the important role they play in this process and its relationship to the academic performance of their children in school. If we are to improve the educational attainment of our students, parents must prepare themselves to assume their responsibility for this change.

Enrichment Strategies for Parents

Parents are important to their children's educational development. According to Honig (1985):

> the most influential teachers in a student's life aren't the ones standing at the head of the class. In terms of a child's self-image and attitudes about achievement and the value of learning, the first and longest-lasting lessons are those imparted by the parents. Parents create the conditions at home that make children want to learn at school (p. 163).

Given the current crisis in American education, parents can no longer afford to take for granted that their local schools are providing the best education possible for their children. They must take an

active role in their children's education, which includes a specific plan for the success of their children.

Researchers have identified several important factors that are correlated with academic success in children (Heyns, 1982; Honig, 1985). Honig, for example, points out that:

> the children who typically perform better in school are the children of parents who read to them when they are young, who supervise their homework by making sure they have a quiet place to study, who talk with them about school and everyday events and express an interest in their progress, who take them to parks, museums, ball games, libraries, zoos, and other stimulating places, and who establish a definite, routine bedtime (p.164).

The most important way in which parents can contribute to the education of their children is by creating an intellectually stimulating and supportive environment at home that extends the academic program of the school in the following ways:

- read and discuss books with the child
- have family reading time
- display confidence with the child
- assume active role in child's education
- supervise homework
- structure quality time for learning
- structure quality time to be with the child, to listen to what he/she has to say, to discuss ideas
- encourage child to do well in school

Although many of the aforementioned strategies may come easily to some parents, others require readiness training in order to maxi-

mize their ability to serve as an advocate for their child. For these parents, the following strategies are recommended:

- participate in courses/workshops on child development and educational issues
- receive training to use behavior management techniques to enhance child's academic performance
- receive training on how to support, maintain, and nurture the academic program at home
- receive training on how to become an effective education advocate for the child

The above readiness strategies assume a cooperative and collaborative relationship between parents and teachers. The teacher is the parent's most important resource in monitoring the progress of the child in the classroom. Parents should establish a good working relationship with their child's teacher. In addition, parents should be aware of their child's developmental needs in order to respond appropriately to their child's concerns and help them make the right decisions about their behavior.

Conclusion

It is necessary for parents to understand the psychosocial development of their children in order to assist them in successfully resolving the conflicts at each of the stages described by Erikson, especially the first five. Children who are not able to resolve the crises in a healthy manner may seek alternate means of fulfilling their psychosocial needs. Many of these alternate means have a negative impact on the educational attainment of children. Parents, therefore, must assume their role in helping their children resolve these crises.

Each parenting strategy identified assumes a cooperative relationship between parents and teachers in fostering healthy

psychosocial development in children. These strategies offer a means of reducing barriers to psychosocial development and academic performance.

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Community Involvement in the Clarke County School District Values Education Program

Carol Young

Clarke County School District Office

The values education program in this county is new here. It is fledgling. It is locally designed in all of its parts. The finished product has been renewed by our local board of education and it was approved at the September Board of Education meeting.

I'm proud of what we have done and I'm here to explain to you how we have put that program together. I enjoy sharing it and I do a lot of sharing about it. The sharing so far has been with other school districts in Georgia, because, as of late March last year, the school districts in the state were mandated by the state department of education to have in place, this school year, a values education program. So, from March to August, school districts have to produce such an animal. We have a good one because we have started earlier than march. We just got the jump on most other school districts in the state of Georgia and I'm very glad we did.

The reason we started early was impetus from the community. Thus, my topic-community involvement in the education program. The move toward strengthening the structure of values education in the schools here in Clarke County began with community. Here's how it began. In June of 1990, the local Chamber of Commerce petitioned the Board of Education to put a values education program (listen carefully) in the middle schools in this county. This is grades six, seven, and eight. Any of you like to guess at why they would target that group of kids? Why that narrow area? At middle school age, kids first start pulling away from parents. Parents first recognize that there's peer influence... that they're using four letter words and they don't really know how to use them appropriately if there is an appropriate place and so they use them at the wrong place. They fly off at the handle and then 30 seconds later they shed tears because they're upset. Their hormones are raging. Probably, all of those are reasons. Middle school kids are interesting. I think they're fun and they're interesting.

I've been an assistant principal in middle school where I was responsible for discipline, and so I'm aware of what middle school children are like. They are different from little kids and they are different from high school kids... Let me tell you just how our programs started... One of our Chamber of Commerce Education Subcommittee members had a middle school student, and this lady who is very petite went out to a program in the middle school and they had gathered all the kids in the gym. There were only two seats left. There were two middle school girls who were bigger than the lady was and they were all excited about the situation - they did not see her - (I'm apologizing for the situation although I was not there). Nonetheless, they just shoved her aside and sat down under her in the chair she was going to sit in and she thought they were just about the rudest kids she had ever ran into. She started looking around in the auditorium and the middle school kids did not behave appropriately—she thought. She had a middle school daughter and she also knew that her daughter had some problems. So, out of that arose the petition to the Board of Education so that we could have

in the middle schools in Clarke County a values education program that heavily emphasized behaviors and civility in minors.

The Board accepted that petition, but then in late September of 1990, the Board, in a goal setting session—making a list of things they wanted us to accomplish by the end of the year—broadened that concept of values education. Their goal statement said something like this: Implement a K-13 values education program within the existing curriculum. That was a much broader emphasis. The Chamber of Commerce wanted us to buy a kit and give it to each of the middle school teachers and they had done a marvelous job of going back and looking at those canned programs you can buy. They had looked at six or eight of them. They brought in many community members to look at those materials, and critique them. So we had a rich source of information from the Chamber. They were very helpful to us. But those of us who work in the central office of the school district had a different mandate from the board.

Mrs. Elizabeth Ireland who is the Assistant Superintendent for Curriculum and Instruction asked me if I would work on this values education program. I was the one to whom she had turned over sex education curriculum when I was Language Arts and Reading Coordinator. She and I had had a lot of success putting that program together. It was controversial but we thought that we had done some positive things for that program. Liz and I recognized that we needed broader input. So, I did a lot of research trying to find out what values education is.

Mrs. Ireland consulted the state department of education. She got a list of value concepts from the state department that originally came from a Task Force appointed that went around to four different sites throughout the state gathering community groups together, exploring the notion of a values education program in the schools in the state. The result of that Task Force set of meetings was the decision in March—the decision that values education would exist in the schools in the state.

We didn't have a road map. We had to make our own. We knew that we had had a lot of success by calling together a diverse community group to deal with the issue of family life education with sex education and drug education. So we decided that we would put together first a community Task Force to help us do a number of things. We got absolutely marvelous help from that group of people. (We invited about 100 people to be in the group, from PTO officers, representatives of the police force, Boys Club, YMCA, YWCO, politicians, ministers of all denominations, ethnic backgrounds and races – (we wanted to be sure that we weren't treading on religious responsibility).

(Since then we realize that there are moral values, spiritual values, and religious values. Churches probably work on all three, families work on all three, schools work on moral values. We just need to do it better.)

We also invited professional counselors, students from each middle school and each high school, the health department, other social service agencies, and the cranks – ax grinders in the community on the far left and far right – those who think the schools should do everything and those who think the schools should do nothing, the narrow, the broad, and the angry people. We also invited the Chamber of Commerce, retired people, UGA professors, parents and teachers.

Fifty people showed up. We had people from every category. We asked that group to help us define terms, set goals, list values that are important to us in Clarke County, and some suggestions on how we, as professional educators, needed to proceed. It is teachers who write curriculum, but we had to have guidance about how to proceed. Our community Task Force gave us this guidance.

Here's a set of Task Force beliefs that were generated:

- A person's values are the basis for behavior
- The family and the community should be involved in the program.
- High school students should be continuous K-12 with content emphasis and methods of instruction age appropriate
- The process of internalizing a values concept includes understanding the abstract definition and applying the concept in concrete observable behavior.
- The process of internalizing a values concept is also cyclical—a values concept is introduced, it is put into action, involving decision making skills, consequences of the action result and the values concept after many such cycles becomes part of the person's inner motivation for behavior.
- Dogmatic presentation of values could be harmful
- Instructional methods should involve group discussion, small group activities, teachers listening to students rather than lecturing
- Use of resource people of diverse backgrounds
- No memory work
- No paper and pencil tests for grades
- Much of the program for students will be associated with behaviors; therefore consistency in school rule enforcement from teacher to teacher is essential

(Community people were telling us that, from one hall to another in a school, we didn't have consistency in expectations.)

In addition to all those beliefs that were generated from those groups, there were also value goal statements:

- enhancing self-esteem
- assisting differentiating between right and wrong in decision making for a fully functioning life in society

Then, the K-12 curriculum committee which met once a month after school, was also guided by a set of values concepts as follow:

preliminary state task force:

- citizenship
- patriotism
- respect for others
- respect for self

Then these were turned around from the personal to the broader concepts on the list:

- under accountability - respect for self
  (we took frugality out of it and replaced it with responsibility for actions) - the definition for accountability
- understanding of self ("knowledge" on the state list)
- respect for physical, mental and emotional health
- work ethnic
  (here we removed productivity because it seemed to smack of materialism)
- self sufficiency
- time management
- decision making skills

- respect for others
- altruism; compassion, courtesy, charity and a value of family life

There are some people in this community who will tell you that if we are going to talk about family life, then we must present the model family which is a husband and wife married to each other and one male child and one female child. How many of you all live in such a family? I don't.

I went last night to the Cedar Shoals High School Homecoming exercises and I hadn't been in a long time. I have to tell you that the homecoming court was there. Remember a generation ago that all the girls in the homecoming court let their fathers escort them and the girl and her father had the same last name--remember this? I have to tell you that last night, of most of the girls who were escorted, only two had fathers with the same last name and sometimes you couldn't' tell whether the escort was a boyfriend or not. One girl had gotten her 10 year old brother to escort her. My point is, family structures are not mother, father, married to one another, and two children. Society has changed.

When we teach family life, we have some people tell us that what we must do is present the model family. I, personally, do not think that we must and I would guess that most teachers also would not look at family life as that kind of narrow prototype. What we are concerned with is the roles among family members whoever they are that live in a family, and the importance of family meeting, family councils, that each one has a role in a family and each one needs to respect the other person's role. We are concerned about that kind of understanding of family life.

(Under "democracy" freedom from exploitation)

On the community Task Force we had a branch of people who were concerned that children do not have any rights. We had a

number of people who belong to the Child Abuse Council and who did not believe in corporal punishment in institutions. Therefore, the concept of "Freedom from exploitation" remained in the list. The way that we are handling it in the curriculum guide is helping children recognize propaganda in media. We may have skirted the same issue, we may have skewed it, but it's in there because there was a concern that children do have rights and just because they are young and naive they should not be exploited.

On this state Task Force list under "citizenship" it first says "tolerance". We spent a lot of time talking about tolerance. Councilman Miriam Moore spoke eloquently on the heed for us to understand one another in this community, to accept differences, and to avoid stereotyping kids. In addition we have had a workshop with a representative from every school on a program called "A World of Difference." The presenter of this program helps our schools deal with cultural diversity, acceptance, tolerance, not putting people down. All of us were confronted with our prejudices.

We have not, so far, run into conflict with the religious community in this county because we really are not teaching religion. Our teachers wrote the lessons that we are teaching. This is what we decided we needed to do. We know that values are learned—probably before we get to school. We first sharpen them up, broaden them, then make them deeper. I'm still in a process of becoming—so, values are not something one learns in a split second. But we did feel that what we needed to do was to provide children with the opportunity to do some thinking about where they are. So we created a self-evaluation instrument, some of which reads as follows:

I demonstrate respect for myself when I ... (There's no right or wrong answer).

What we hoped that teachers would do would be to use a self-evaluation sheet like this. What's in the first grade self-evaluation

guide is the same as what's in the 10th grade guide, whether for any 6 years old or 16 ...

I am proud of myself when I _____

I show that I am self-controlled when I _____ ... (The values are applicable.)

On teaching objectives, the teaching staff and other Task Force members got into some conflict as to how we would teach those concepts. Does every child get them every year? The teachers said, no, we need to focus on certain ones. The community Task Force kept saying, no, we have to teach all of them. I then had everyone divided into elementary, middle, and high to identify the concepts that needed to be taught at each level. No group could generate a list distinctly different from other groups. So, we have a double or triple pronged approach. We are using, "respect for self and respect for others," concepts in grades K-3 and then 4 and 5 are getting the, "respect for citizenship in the community." That covers all of 35 concepts by the time the kids get through the elementary program—the child has run through all those 35 concepts. Then we got to the middle school where the kids are concerned about getting their lockers open and getting to class on time—all of those concerns they don't have in the elementary program and they start over with, "respect for self," 7th grade gets, "respect for others," 8th grade gets, "respect for citizenship in the community." At each of our levels we're working from inside out. High school kids grades 9 and 10 go back to, "respect for self and respect for others," and 11th and 12th graders are getting, "respect for self and the community." That's how we divided the curriculum.

These are the teaching objectives. If a first grader and a 9th grader are studying commitment to their beliefs, there is the same teaching objective—the only difference is that the lessons are written on grade level by teachers for that grade level.

The umbrella that the task force wanted was the curriculum committee's brain child. We decided that we would have a question of the week. This is this week's: "Rudeness is a weak person's imitation of strength." The curriculum selected quotations in categories. We have 4 quotations in each of the categories on the values concept list, plus we added expected behaviors from the code of student conduct. We were looking at ways that we could get kids to do some thought about the values concepts without defining the terms. So, teachers all over the county collected quotations from various sources, and the committee chose what they felt were the four best in each category.

The quotations are being used in a variety of ways. For example a ninth grader has written an essay response for the quotation above. When we selected these quotations some people told us that most of them were white Anglo-Saxon European. If you look back at the entire grouping, you'll see that they were selecting them based on the idea that they presented. They are adult selected, not youth selected and next year we're going to have high school students select them.

Here's one from Marva Collins: "Character is what you know you are, not what others think you are." Several of the schools are researching the authors and Marva Collins is the lady who started the school in Chicago. Mr. Collins is a black educator. She was born in Alabama in 1936. She received a bachelor's degree with honors and became a public school teacher in Chicago. She was concerned about basic education for black youngsters in the public school system. Disenchanted with the schools, she started an elementary school of her own in her home where she taught children needing extra help in the basics. She has said: "A positive attitude is the richest aspect of my life. My greatest reward is making the life of others better through caring." I got this from the school.

There is also artwork from middle school students for sayings such as: "We write our own destiny—we become what we do" or

"Behavior is a mirror in which one displays his own image." We are getting our kids to do some thinking about values. One of the curriculum coordinators said to me "you've created devotions" in school every morning. That may be true. However, the quotations are not biblical.

Last, I'd like to tell you this. In the writings that I got from a high school teacher, one child had written her a note that said "Ms. Schaeffer, this is my idea about the scripture for this week." But, again, the quotations are not biblical. In fact, next week we are going to use "do unto others as you would have them do unto you" and I thought that that came from the bible. Because it is so much pervasive in society, I thought that I would let that one slip through. But that quotation isn't from the bible either. It's just one of the many principles that we will include in the values education curriculum.

Task Force A:
Community Resources for Parents

Leader: Vivian Ashley
Institute for Government

Co-Leader: Alvin Sheats
Naval Reserves and WBKZ Radio

First, we all know that directions don't come easily from the hill. However, there are good programs like the Housing Authority Office Parenting Group Program. Some of these programs you will hear about time and time again—like SIA, SAP, DFACS, and the Extension Service.

Second, there is a feeling of powerlessness with parents—the lack of influence. Our solution is to meet the parents on their turf, or in their area; entice parents to come out. YWCO has a project that does this called Break Away.

Third, we have come to the conclusion that the education system itself needs to be more attentive to the needs of the people at large, the parents—sensitizing the system to the people's needs if you will.

Fourth, there is a problem with access to the system. A lot of parents don't know how to access the system. They fail to see the need to get involved, they have a lack of motivation, sometimes because of bad experiences. Our solutions are: change the reward system. This basically applies to the children of those parents that seem to be having problems. Give parents assignments for home and school. Indoctrinate parents about programs such as this one ahead of time. We feel that if we could indoctrinate the parents, we would possibly have a better turnout, a more supportive turnout.

Last, but not least, we need to give students more support. That concludes my summary for Community Resources for Parents.

Task Force B: Home, School, Community Interaction

Leader: Donna C. Taylor
J.W. Fanning Community Leadership Center

Co-Leader: Anita Brannen
Athens League of Women Voters

There's obviously a great deal of overlap between the two groups. Our group was talking about schools, parents and communities and their interrelatedness. Some of the problems we talked about on a local level. We discussed the fact that when you have a bad economy as we have right now, you put a lot of stress on the families. And when families are in trouble, as, almost everyone agrees, they are now, the schools, have problems. Schools are in trouble. And like the other group, we thought there were some things that we could do together.

You have to promote a feeling of teamwork between the parents, the teachers, and the people and service agencies in the community. And parents, we felt, needed to know something about the develop-

mental stages and the needs that their children were going through at every level. Parents are eager to help, and to be partners, but they need some information and they need some support too, and it's a challenge to promote this sort of a parent/school partnership. One way is for the school to try to construct an environment and an atmosphere so that parents feel welcome there; that they don't feel like they are outsiders that are intruding on somebody else's turf, but that they feel they are being used as consultants for the good of their own child, that the teacher in the school looks upon them as consultants and a resource for the schools.

Also, we talked about how important it is to network among the social agencies, for the school to reach out to the social agencies for their support and for their input, so that services might be coordinated to include the family and the students—everybody working toward the same goals. Then, in a much broader and more general sense, we talked about some of the problems that we have facing all of us and facing education specifically today. For instance, the speed of change that we have—compared specifically to how the legislatures are working with an institution that is tied to some old thought patterns.

We're operating on the basis of a past way of thinking that is from an agrarian society when, today, we're in a highly technological society. The speed of change is very very fast and our institutions are dragging well behind. That's something we need to work with. We're facing economic development and survival in a complex global environment, and no longer are we just talking about the economy of Clarke County, or just the economy of Georgia; it's all interactive now. There's a whole global economy and we have to face that.

The money invested in education not only can be, but should be, seen as very practical. We don't have to sell education on the basis that it's a good thing to do, or it's the right thing to do, or it's the moral thing to do. We can sell it very practically, from a self interest

standpoint. In the world of today, if we don't put our money into our young people we're not going to have a worthwhile future.

In the past, we could talk about products that we produced or that we had to sell. What we have to sell today, essentially, is manpower. If we don't put our money into our people so that they can compete in the technology and in the economy of today, then we have nothing to sell. We have our economy going down the drain, along with our people—all our best if not our only economic product.

We also talked about how the money is allocated, and we talked about this in other sessions—that we've got to convince the public, and our legislatures especially, that by putting money into the bottom end, into the environment, into the education of our young people, this is the way to make money and the way to save money, instead of pouring $20,000 a year per inmate into our prison systems. It is much easier to build prisons because you can set out a plan on paper and they're very tangible. Whereas, trying to sell them on the benefits of an educated individual is pretty esoteric in the long range, but this is something for which, at this point, we have no choice. We have got to do this.

Reaction to Task Force Reports

Dr. Art Dunning

Vice Chancellor for Services and Minority Affairs
University System of Georgia

I'm not going to take up a lot of time. I know you have had a long day and a half. I'll just take a few minutes to first of all applaud you for being here on a Saturday afternoon to talk about something as important as this generation of people in this country. You have a lot of people who talk about interest, problems, ideas and just what's wrong. But we also got onto the notion of some solutions, and the solutions centered around how we get institutions to interact. We need to work together. Our culture has changed. Our society has changed. Therefore our institutions will have to respond in a very dramatic and a very different way.

I've just come back from a leave of absence, working with the private sector across the state on something called the Georgia Partnership of Excellence in Education. I was asked to take a leave by the Business Council of Georgia, by the leadership of that group, to head a group of 38 persons representing business, education, and government. The purpose of the group was to develop a strategic plan to improve education at all levels in Georgia, to lay out a

recipe, a blueprint, that would be for our vocational/technical schools, and the university system. I am a person who enjoys what he does, I like my job at the Regents, so it's tough to take a leave of absence. I can tell you what sold me on leaving for a year. It is some of what we talked about in our group – coalition, collaboration and cooperation. I think the complexity of transmitting knowledge now is such that one group can't do it alone.

The family has degenerated for a lot of our children, and a family, if you think about the implications of that, is much more than the western notion of a romantic unit. It's an economic development, it's a resource unit, that shares division of labor, shares resources, and transmits what's important to survive in the culture. That is broken down as a base of operation. We now have children swinging in the breeze; they don't have a clue as to what's going on. Someone said in my group that the school just reflects who we are. When the school is in trouble, families are in trouble.

What we found interesting about this group, at least what I thought was interesting, is that now a group called the private sector, has finally said, "Let's move beyond a doctors school, an apple for the teacher, and a star student program. Let's talk about staying involved to provide a quality education in this state for everyone." And we're smart enough to know that we don't know what we don't know. We're not going to try to come in and try to be law makers, we're not going to try to come in and teach calculus and physics. Therefore, we want two other groups to sit around the table with us, educators and government officials. We have a whole group now of local and elected officials, people in the general assembly, college presidents, and classroom teachers. We met on a monthly basis. It was interesting because, historically, at least within this state, we had lawmakers that we've funded asking: "Why can't you teach?" Teachers were saying, "You're not funding us enough," and private sectors saying "Look at what you're saying, we have people who can't read." We tried to get to a point of saying, "Folks, it's really moot to raise those issues or comments right now." There has been

a decentralization of eastern Europe, the Warsaw pact doesn't exist any more, the Japanese are dramatic in the way they're educating children, and so are the Germans and Southeast Asian nations. Therefore, the issue in Georgia is how can we work together. This is an educational government—to educate the next generation of Georgians—to survive in a complex world.

In my Task Force group, two things were addressed—the complexity of change and the rate of change. If we can't figure out how to intellectually get our people up to speed, then we will be at the mercy of a world economy in this state. That was the genesis and the basis for my 3 body group of 38 people. The first thing they decided to do is say, "You know there are people in this state who are experts. Let's create task forces." They brought together, around the table, another 175 people. We played hard and fast on a few issues.

We absolutely pressed the notion of gender balance; we absolutely pressed the notion of racial diversity; we pressed the notion of South Georgia, North Georgia, small towns, large towns, that we were determined not to leave anybody outside of the tent who felt strongly about the issues. If you buy into the plan, and you've been part of the development of it, you're going to be much more likely to go back to your sector and say, "Guys, I've been on this task force, we're going to be part of this process."

We brought together several task forces. Those issues that we asked them to discuss ranged from financing to how we govern ourselves in education, to cultural education, to community ownership, to teacher training. Perhaps one of the most fascinating was the cultural education.

We have sociological explanations and psychological explanations, but I have learned, on the culture side, to say, historically, we have a history of times of separation in the south... Let me talk about southern culture for a minute, at least from my perspective. I

was talking to John about where I grew up in Southwest Alabama—a very remote part of this country. There was a way of playing out life that was separate. Like actresses on a stage, people knew how to mind their manners. You went to the courthouse, you went through a certain door; you went to a water fountain, you went to a certain water fountain; you went on a bus, you knew where to sit; you know, the imaginary line. There wasn't really a line, you just knew where to sit. People were playing that out in the 40' and 50's. Before that we had legal segregation. It was against the law to live in certain places, to go to certain schools. Prior to that we had an institution called slavery.

I've tried to remind people that all that's bad that has happened was not just in Johannesburg. It has been in Selma, Montgomery, Birmingham, Jackson, Little Rock, Nashville—that's part of the southern heritage. People worked on the line, they dug in the soil, they tilled, they quilted, they smoked and cured meat, they *used* their hands to make a living. They had a philosophy: use it up, wear it out, make do. That was the philosophy, do the best you can.

Now we're coming along in a world economy talking about excellence and quality; competing against Germans and Japanese. That culture that I described to you, by and large, positioned people to stay illiterate. Because once—somebody said in prison—once you start to learn to reflect, you know something is not right about this percentage I'm paying on this loan; once you learn certain kinds of things, lights come on. In a tenant and sharecropping system, people were determined to keep others illiterate because it was an economic decision. It was economically rational to keep people illiterate.

Now we're saying, for these youngsters and these institutions, "How do we get them to work together where it's now economically rational to learn?" If you're counter-productive, you drop out of school. The partnership tried to address all of that in all of its deliberations. The most fascinating thing about this partnership

committee was diversity—a CEO from Goldkist, A Bellsouth Vice President, a classroom teacher, sitting around the table, putting together their points of view. You had to do one thing, you had to drop your idea on the table and make it stand up on a logical rationale. You couldn't bring anger to the table or hostility. Being mad, and believing I was right wouldn't work. The consensus process forced you to think through a proposal and apply two things; logic and rationale, whether or not this makes any sense, we've finished the processing, the first year is over.

Now, we're going to the second phase of implementation. I'm back at the Regents and it is likely that I will stay involved with the process. We had a meeting with one of Governor Miller's senior assistants named Steve Rigly, at an educational summit. What we've been trying to do is to get the Governor to lay hands on this process - to publicly say, here's a group over here that's called the Georgia Partnership of Excellence. I have something called Georgia Two Thousand, (probably an example of America Two Thousand) that I'm going to be involved in. The private sector has thirteen months of work. They have to speed on it. I want a funnel to center their work into my project.

Now, here are the politics of this situation. I've sat down with Rigly, and, to be really candid with you, he said, "Alright, the government didn't convene this group, and it didn't appointment them." I said, "Steve, this is not a loose cannon. Just because he didn't convene them, or didn't appoint them, you have the same kind of folks on this committee that the governor, if he were to reconvene something, would get anyway. Let's talk about how we can easily work with this process." He said, "We'll think about it." I said, "There are things in the Partnership Document that the governor will buy, and there are some things that he will not. Also, there are things on your agenda that the Partnership won't buy." We have people on the Partnership Committee who say, "We won't buy school choice. We don't believe in it, and we think if it was done

fair it would be fine, but we have a track record of not doing things fair with certain people, and we're not trusting that process."

I said to him, "Let's find those common boundaries and get a letter of agreement. We have two documents. Let's look within those documents and find out where we agree to find those boundaries and let's have a symbolic signing by the chief players, the governor, head of the business council, and head of the partnership, so that when we go to small towns in Georgia, trying do to something called improving education, we won't have people trying to choose sides, saying now here's the governor's group and here's the other group."

If you want real change in our society, it has to be a conversion from top down to bottom up. You can't mandate us into quality, you can't QB us to death, you can't do it. Where QBE is Quality Basic Education, by law, the perspective is that we can create rules and regulations for quality—forcing you to own up, measure up to certain kind of things. However, the local communities will have to own the quality education; parents are going to have to own this. Therefore, there has to be that conversion, or grass-roots approach versus the formalized structure.

What I'm hoping comes out of this process is, making what you've been talking about here—collaboration, cooperation. But, deeply ingrained in the American culture is competition. Time is money; social Darwinism, survival of the fittest; that's deep in you. Now, we're saying that there's a new model. But you're going to have to participate in order to do this, to get to the school in a better way. I've talked to groups about this.

I have tried to sort out survival skills for this society, and these are mine: hard work, initiative, education, stable family, land ownership, savings. Watch people who come in as immigrants—what they do. What they've done is tied those behaviors to something called free enterprise—it's democratic. The market place is moving

around the world, and they found out in Eastern Europe that their kind of system went bankrupt. However, we say we have to stay on the forefront. We're a group of folks who think it's been ordained by God that we're the center of the universe, we think this is going to last. Seriously, we think that way because the 20th century has been the American century—got rid of segregation, got as much equity as possible (given the human spirit), won 2 wars, broke down a lot of major barriers, became socially conscious.

I tell a lot of people, if you think it's bad here, I can take you to some places in the world (part of my job in the University system has taken me to Brazil, West Africa, and Bangkok). We can help our kids; white, black and Asian, to survive. But we have something that is a deep part of our heritage for 400 years that people are going to have to psychologically let go.

Those behaviors from the agrarian cultures, those behaviors from thirty years ago, they have to stop. We don't give up our values, our psychology, our sociology, our institutions very easily. that's the essence of who we are. We don't give up those things easily. Even when in the face of diminishing resources, we don't give them up. Consider that the Japanese were desolated, the Germans were desolated. They had nothing. They had been bombed into submission but over 40 to 50 years later, they succeeded through order and discipline. Those characteristics were in there before they were bombed, what they've done is brought them to the work place.

What are we saying to our children, how will our institutions help the lady in public housing who really doesn't have a notion of how to get to the school, and when she gets there, what to say, and the questions to ask? Television is confusing the dickens out of our children. I'm not demeaning any of this; I'm saying, this is what exists, this is the hand we've been dealt, this is where we are. I'm not saying it's good or bad, but if we're going to help our youngsters, it's not going to be by what somebody said; rather, the action, the col-

laboration, the cooperation of classes, races, small towns, large towns.

Why do we support a group like this? Because we all find ourselves on the jobs where we have the ability to influence, we have the ability to bring a perspective, we have the ability to try to rise above some of the things that cause people not to make an equal and honest decision. I find it interesting, I'm not suggesting that it's easy at all. I think that's the struggle we have to deal with.

If we're going to problem solve some of these issues, we're going to have to educate the population, it's real simple. So I applaud you, Louise, especially, for organizing and planning this program and bringing people to intellectualize and oftentimes emotionalize in trying to address some of these issues and think about them.

Thank you for allowing me to be a part of this. It's been an interesting afternoon for me. I've been just delighted to be here. Thank you.